

AMHERST COLLEGE

1999-2000 CATALOG



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Amherst College

1999-2000 Catalog



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The post office and telegraph address of the College is Amherst, Massachusetts, 01002-5000. The telephone number for all departments is (413) 542-2000.

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Contents

CALENDAR

I	THE CORPORATION	3
	FACULTY AND ADMINISTRATORS	5
	ADMINISTRATIVE AND PROFESSIONAL OFFICERS	21
II	AMHERST COLLEGE	31
III	ADMISSION	39
	TUITION AND FEES	42
	FINANCIAL AID	44
IV	GENERAL REGULATIONS	49
	DEGREE REQUIREMENTS	58
V	COURSES OF INSTRUCTION	67
VI	PROFESSORSHIPS	309
	LECTURESHIPS	312
	HONORS	314
	FELLOWSHIPS	315
	FELLOWS	320
	PRIZES AND AWARDS	325
	ENROLLMENT	330

College Calendar

1999

August 29, Sunday. New Student Orientation begins.

September 7, Tuesday. First semester classes begin.

September 11, Saturday. Monday classes held.

September 17, Friday. Last day for first semester course changes.

October 9-12, Saturday-Tuesday. Midsemester break.

November 2, Tuesday. Last day for first-year students and first semester transfer students to obtain permission to drop a course without penalty.

November 20-28, Saturday-Sunday. Thanksgiving recess.

December 14, Tuesday. Last day of first semester classes.

December 17-21, Friday-Tuesday. First semester examination period.

December 22, Wednesday. Winter recess begins.

2000

January 3, Monday. Winter recess ends; beginning of Interterm.

January 21, Friday. Interterm ends.

January 24, Monday. Second semester classes begin.

February 4, Friday. Last day for second semester course changes.

March 11-19, Saturday-Sunday. Spring recess.

March 24, Friday. Last day for first-year students and first semester transfer students to obtain permission to drop a course without penalty.

May 5, Friday. Last day of second semester classes.

May 8-12, Monday-Friday. Second semester examination period.

May 21, Sunday. Commencement.

I

THE CORPORATION FACULTY ADMINISTRATIVE AND PROFESSIONAL OFFICERS



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+On leave first semester 1999-2000.

‡On leave second semester 1999-2000.

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FACULTY COMMITTEES

Committee of Six. Professors Babb, Barbezat, Blight, S. George, Harms, and Levin; President Gerety (*ex officio*); Dean Raskin (Secretary, *ex officio*).

Academic Standing and Special Majors. Professors Armacost (Co-Chair), Brandt, and Sandler; Deans Boykin-East (*ex officio*), Brosnan (*ex officio*), Case, Couvares, Gentile (*ex officio*), Lee, Lieber (Co-Chair), and Moss; Mr. Mager (Secretary, *ex officio*).

Adjudication. Professors Belt, Bumiller, Cameron, Clark, Frank, L. McGeoch, Sandweiss, and B. Yarbrough.

Admission and Financial Aid. Professors Brandes, Cobham-Sander (Chair, first semester), Cox, Sarat, and Servos (Chair, second semester); Deans Case (*ex officio*), Lieber (*ex officio*), and Parker (Secretary, *ex officio*); two students to be elected, two students to be appointed by the Dean of Admission.

Affirmative Action, Advisory. Professors Crowley, Goldsby, J. Taubman, and Takeyama; Deans Brosnan, Calhoun, Tuleja, and Zolkos; Ms. Bryne, Director of Human Resources (*ex officio*); Ms. Gardner, Affirmative Action Officer (*ex officio*); Messrs. Beeching, Carter, Faerber (*ex officio*), H. Hebert, Lastowski, and Olson; Mses. J. Cannon, Graves, McGoldrick, Paradis, M. Phillips, and Sheridan; Thomas Gray '00, President of Student Government Organization; students to be appointed.

Archives. Professor Sofield, Messrs. Bridegam (*ex officio*) and Lancaster (*ex officio*), Ms. D'Arienzo (*ex officio*).

College Council. Professors Hewitt, Padowitz, and Sánchez-Eppler (Chair); Deans Boykin-East, Brosnan, and Lieber (*ex officio*); four students to be elected; President of Student Government Organization (*ex officio*).

College Housing. Professors Kushick, Levin, Saxton, and Tawa; Mr. Brassord (*ex officio*); Ms. Bryne (*ex officio*).

Discipline. Professors Dennerline, Gentzler, Gyatso, and R. Sweeney; Dean Lieber (Chair, *ex officio*); four students to be elected.

Doshisha. Professors Guttmann (Chair), Reck, and Tawa.

Educational Policy. Professors de la Carrera, A. George, Goheen, O'Connell, and Williamson; three students to be elected.

Faculty Computer. Professors Lembo, Morse, and O'Hara; Mr. Fitz.

First-Year Seminars. Professors Aries (Chair), Barale, and J. Moore.

Health and Safety. Professors P. Marshall and Spratlan; Dean Lieber (Chair); Drs. Clapp and May; Mses. Bryne and Paradis; Messrs. Brassord, Carter, and R. Hebert; two students to be elected.

Health Professions. Professors S. George (Chair), Hansen, Hunter, and M. Marshall; Dean Bassett, Health Professions Advisor, *ex officio*.

Honorary Degrees. Professors Goheen and Rabinowitz, three students to be elected by the senior class.

Lecture and Eastman Fund. Professors Doran (Chair), Lobdell, and Temeles.

Library. Professors Poccia, Sofield, and B. Yarbrough; Mr. Bridegam (*ex officio*); two students to be elected.

Orientation. Professors Ferguson and Umphrey; Deans Boykin-East, Couvares (Chair), and Moss; Ms. McGoldrick; three students to be appointed.

Physical Education and Athletics. Professors Westhoff and Gooding (Chair); Mses. Bagwell and Everden; Mr. Hixon; Dr. Clapp (*ex officio*); Dean Lieber (*ex officio*); two students to be elected.

Priorities and Resources. Professors Himmelstein (Chair), Hunt, and Zajonc; President Gerety (*ex officio*); Dean Raskin (*ex officio*); Mrs. Siegel (*ex officio*); Ms. Bryne (*ex officio*); Mr. Shea (*ex officio*); three students to be elected.

Research Awards. Professors Dizard, Elias, and Starr.

Student Fellowships. Professors Cody, Maraniss, Niditch, Staller, and Velleman (Chair); Dean Case (Secretary, *ex officio*).

Term Trusteeship, Advisory. Professors Goheen and Rabinowitz.

Five College Representative to the University of Massachusetts Graduate Council. Professor Greenstein.

Administrative and Professional Officers

Tom Gerety, *President of the College*. B.A. (1969), M.Phil. (1974), J.D. (1976), Ph.D. (1976) Yale University; LL.D. (hon. 1995) Williams College; L.H.D. (1996) Doshisha University.

Lisa A. Raskin, *Dean of the Faculty*. B.A. (1975) Skidmore College; M.A. (1977), Ph.D. (1979) Princeton University; A.M. (hon. 1991) Amherst College.

Ira S. Addes, *Psychiatrist, Counseling Center*. B.A. (1969) Brooklyn College; M.D. (1973) Tufts University School of Medicine.

Terry Y. Allen, *Editor/Writer, Public Affairs*. B.A. (1969) University of California at Berkeley.

Jack A. Arena, *Coach, Physical Education and Athletics*. A.B. (1983) Amherst College; M.S. (1988) University of Massachusetts at Amherst.

Margaret P. Babbott, *Psychotherapist, Counseling Center*. B.A. (1983), Middlebury College; M.S. (1990), M.Phil. (1990), Ph.D. (1993) Columbia University.

Jacqueline K. Bagwell, *Coach, Physical Education and Athletics*. B.S. (1982) Indiana University.

William E. Barlow, *Director of Major and Planned Gifts*. B.A. (1983) Wesleyan University.

Carolyn S. Bassett, *Assistant Dean of Students and Assistant Director of Career Center, Health Professions Advisor*. B.A. (1989) Bates College; M.A. (1996) Boston College.

Jacqueline S. Bearce, *Psychotherapist, Counseling Center*. B.A. (1966) Merrimack College; M.A. (1968), Ed.D. (1981) University of Massachusetts at Amherst.

Jane A. Beebe, *Music Librarian*. B.A. (1977) College of Wooster; M.M. (1980) University of Tennessee; M.S.L.S. (1982) University of North Carolina at Chapel Hill.

Paul N. Billings, *Project Manager, Database Services*.

Laurie M. Bouchard, *Assistant Comptroller*. B.S. (1991) American International College; C.P.A. (1995).

Chella M. Boulanger, *Registered Nurse, Student Health Service*. R.N., A.D.N. (1976) Greenfield Community College.

Charri J. Boykin-East, *Associate Dean of Students and Director of Residential Life*. B.A. (1983) University of Massachusetts at Amherst; M.Ed. (1984) Cambridge College.

James D. Brassord, *Director, Facilities Planning and Management*. B.S. (1982) University of Connecticut; M.S. (1985) Rensselaer Polytechnic Institute; M.B.A. (1993) University of Connecticut.

Willis E. Bridgeman, Jr., *Librarian of the College*. B. Mus. (1957) Eastman School of Music; M.S. (1964) Syracuse University; A.M. (hon. 1985) Amherst College.

Rebecca M. Brosnan, *Assistant Dean of Students and Director of the Campus Center/Student Activities*. B.A. (1995) University of Rhode Island.

Kathryn V. Bryne, *Director of Human Resources*. B.A. (1972) University of Wisconsin at Milwaukee; M.B.A. (1987) Simmons College.

Ann Moss Burger, *Assistant Dean of the Faculty*. A.B. (1963) Mount Holyoke College; M.A. (1965) Indiana University.

Stanley L. Calhoun, *Assistant Dean of Admission*. A.B. (1994) Amherst College.

Daniel B. Campbell, *Assistant Director of Physical Plant for Operations*. B.S. (1982) University of Massachusetts at Amherst.

Elizabeth Cannon Smith, *Alumni Secretary and Executive Director of Alumni and Parent Programs*. A.B. (1984) Amherst College.

John B. Carter, *Chief of Public Safety*. B.S. (1985) University of Lowell; M.S. (1998) Fitchburg State College.

Joe Paul Case, *Director of Financial Aid*. B.A. (1967) Oklahoma City University; B.D. (1970) Yale University Divinity School.

David D. Cernak, *Project Manager, Database Services*. B.A. (1965), M.B.A. (1972) American International College.

Mallorie Chernin, *Conductor and Director of the Choral Music Program*. B.Mus. (1976) University of Wisconsin; M.Mus. (1978) Westminster Choir College.

Daniel E. Clapp, *Director of Student Health Service*. B.S. (1957) Union College; M.D. (1961) University of Rochester.

Deene D. Clark, *Coordinator of Religious Affairs*. B.A. (1953) Brown University; M.Div. (1961) Harvard Divinity School; M.Ed. (1971) Boston University; D.Min. (1981) Andover-Newton Theological School.

Frank G. Couwares, *Dean of New Students*. B.A. (1969) University of Pittsburgh; M.A. (1973), Ph.D. (1980) University of Michigan; A.M. (hon. 1993) Amherst College.

Katharine B. Cowperthwait, *Coach, Physical Education and Athletics*. B.A. (1991) Colby College.

Daria D'Arienzo, *Archivist of the College and Special Collections Coordinator*. B.A. (1976) Boston University; M.A.L.S. (1981) Wesleyan University; M.B.A. (1989) University of Massachusetts at Amherst.

Susan Danly, *Curator of American Art, Mead Art Museum*. B.A. (1971) University of Wisconsin; M.A. (1977), Ph.D. (1983) Brown University.

Cynthia S. Dickinson, *Curator of the Emily Dickinson Homestead*. A.B. (1991) Princeton University; M.S. (1993) University of North Carolina at Chapel Hill; M.A. (1995) University of Delaware.

Laurie D. Dickson, *Benefits Administrator*. B.S. (1990) Oakland University.

Kerry A. Dinneen, *Director of Alumni and Parent Programs*. B.A. (1990), M.A. (1996) Boston College.

Susan H. Edelberg, *Internet/Documents Librarian*. B.A. (1977) San Jose State University; M.L.S. (1980) University of California at Berkeley.

Debra Edelman, *Psychotherapist, Counseling Center*. B.S. (1978), M.Ed. (1987), Ph.D. (1994) University of Massachusetts at Amherst.

Michael P. Ellison, *Assistant Director of Financial Aid*. B.B.A. (1989) University of Massachusetts at Amherst; M.B.A. (1998) University of Massachusetts at Dartmouth.

Ellen A. Endter, *Director of Advancement Operations*. A.B. (1973) Radcliffe College, Harvard University; M.A.T. (1975) George Washington University.

Thomas G. Esch, *Assistant Director of Alumni and Parent Programs*. A.B. (1992) Amherst College.

Suzanne J. Everden, *Coach and Assistant Athletic Director, Physical Education and Athletics*. B.Sc. (1977) Slippery Rock University; M.Ed. (1980) Springfield College.

Donald R. Faulstick, Jr., *Coach, Physical Education and Athletics*. B.S. (1986) Mansfield University; M.S. (1988) Shippensburg University.

Terry M. Fenstad, *Project Manager of Physical Plant*. B. Arch. (1966) North Dakota State University; M.A. (1974) Texas A & M University.

Philip E. Fitz, *Director of Information Technology*. B.A. (1973) Middlebury College; M.Ed. (1979) Temple University; Ph.D. (1994) Drexel University.

Katharine L. Fretwell, *Director of Admission/Senior Associate Dean*. A.B. (1981) Amherst College; Ed.M. (1985) Harvard University.

Hermenia T. Gardner, *Affirmative Action Officer*. B.S. (1960) West Chester University; M.Ed. (1963) Boston University; M.S. (1977) Columbia University.

Kathleen A. Gentile, *Associate Dean of Financial Aid*. B.A. (1977) State University of New York at Geneseo; M.S. (1979), Ed.S. (1979) State University of New York at Albany.

Patricia L. Gray, *Associate Director of Advancement Operations*. B.A. (1968), M.A. (1970) Pennsylvania State University.

Harrison L. Gregg, *Associate Director of Institutional Research and Project Manager*. A.B. (1964) Harvard College; M.A. (1980) University of Massachusetts at Amherst.

Margaret Adams Groesbeck, *Head of Library Reference and Online Services*. B.A. (1968) Barnard College; M.S. (1972) Columbia University; M.A. (1996) University of Connecticut.

Shannon D. Gurek, *Comptroller*. B.S. (1992) Nichols College; C.P.A. (1995).

Michael T. Hawkins, *Associate Dean of Admission*. B.A. (1984) Williams College; M.T.S. (1990) Harvard Divinity School.

Marjorie Hess, *Head of Library Catalog Section*. A.B. (1962) Smith College; M.L.S. (1973) State University of New York at Geneseo.

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Alexa Jaffurs, *Science/Reference Librarian*. B.S. (1978) Ohio University; M.L.S. (1987) Florida State University.

Michael S. Jewett, *Director, Database Services*. B.S. (1967) University of Massachusetts at Amherst.

Janet Marie Jourdain, *Systems/Media Librarian*. B.A. (1978) Siena College; M.L.S. (1983) University of Arizona at Tucson.

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Benson Lieber, *Dean of Students*. B.A. (1972) Columbia College; M.A. (1974), M.Phil. (1978) Columbia University.

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Lanfranco Marcelletti, Jr., *Director of Instrumental Music*. B.A. (1982) Conservatorio Pernambucano de Musica, Brazil; M.M. (1996), A.D. (1997) Yale University School of Music.

Robert R. May, *Psychotherapist and Director of Counseling Center*. B.A. (1962) Wesleyan University; M.A. (1965), Ph.D. (1969) Harvard University; A.M. (hon. 1981) Amherst College.

Kathleen Mayberry, *Senior Associate Director and Associate Dean of Admission*. B.S. (1977) University of Massachusetts at Amherst; M.A. (1990) Clark University.

Billy T. McBride, *Coach, Physical Education and Athletics.* B.S. (1979) Tennessee State University.

Heidi Noelle McCann, *Serials Cataloger.* B.A. (1993) University of Massachusetts at Amherst; M.L.I.S. (1996) Simmons College.

Denise McGoldrick, *Director of Health Education.* B.A. (1971) Lehman College; M.S. (1977) Hunter College.

James M. McKeon, *Coach, Physical Education and Athletics.* B.A. (1982) Middlebury College.

Mary G. McMahon, *Director of Curricular Computer Services.* B.S. (1975) Temple University; M.A. (1978) Edinboro State University.

Jill Meredith, *Director of the Mead Art Museum and Curator of European Art.* B.A. (1972) New York University; M.A. (1975) Columbia University; M.Phil. (1977) Yale University; Ph.D. (1980) Yale University.

Edward J. Mills, *Coach, Physical Education and Athletics.* B.A. (1988) University of Dayton.

Jean D. Moss, *Associate Dean of Students.* M.Ed. (1972) University of Massachusetts at Amherst.

John F. Myers, *Cataloger, Library.* B.S. (1986) University of Pittsburgh; M.L.I.S. (1995) University of South Carolina.

Timothy A. Neale, *Associate Director of Alumni and Parent Programs.* A.B. (1970) Amherst College; M.A.T. (1971) Brown University; M.H.S.A. (1980) University of Michigan.

Erik L. Nedeau, *Coach, Physical Education and Athletics.* B.S. (1994) Northeastern University; M.S. (1996) University of Massachusetts at Amherst.

George D. Nichols III, *Coach, Physical Education and Athletics.* B.A. (1982) St. Lawrence University.

Diane Norman-Lentz, *Family Nurse Practitioner, Student Health Service.* B.A. (1978) Vassar College; M.S.N., R.N.C. (1985) Pace University.

Christine Paradis, *Coach and Senior Women's Administrator, Physical Education and Athletics.* B.B.A. (1984) College of William and Mary; M.Ed. (1993) Springfield College.

Thomas H. Parker, *Dean of Admission and Financial Aid.* B.A. (1969) Williams College; M.A.T. (1973) Harvard University.

Susan Pikor, *Executive Assistant to the President and Secretary of the Board of Trustees.* A.B. (1965) Emmanuel College.

John A. Pistel, *Senior Development Officer and Director of Leadership Gifts.* A.B. (1969) Amherst College; M.A. (1973) Fairfield University.

Maria Rello, *Athletic Trainer.* B.S. (1989), M.S. (1994) University of Massachusetts at Amherst.

Peter H. Robson, *Coach, Physical Education and Athletics.* B.A. (1981) Trent University, Ontario, Canada.

Stacey Schmeidel, *Director of Public Affairs.* B.A. (1986) University of Southern California.

Diana C. Scriver, *Associate Director of Foundation Relations*. B.S. (1983) University of Massachusetts at Amherst.

Peter J. Shea, *Associate Treasurer/Director of the Budget*. B.B.A. (1974), M.B.A. (1979) University of Massachusetts at Amherst.

Susan M. Sheridan, *Head of Library Technical Services*. B.A. (1973) Douglass College; M.L.S. (1974) Rutgers University; M.P.A. (1984) University of Massachusetts at Amherst.

Sharon G. Siegel, *Treasurer*. B.A. (1972) Gonzaga University; M.S. (1978) University of Massachusetts at Amherst.

Susan R. Snively, *Associate Dean of Students and Writing Counselor*. A.B. (1967) Smith College; M.A. (1968), Ph.D. (1976) Boston University.

Mary Jane Sobinski-Smith, *Brooks Humanities Librarian*. B.A. (1975) University of Connecticut; M.L.S. (1987) Southern Connecticut State University.

Margaret A. Stancer, *Director of Desktop Computing Services*. B.A. (1970) University of California at Riverside.

Charles G. Thompson, *Director of Dining Services*. A.O.S. (1977) Culinary Institute of America.

Ruth B. Thornton, *Associate Director of Human Resources*. B.A. (1996) University of Massachusetts at Amherst.

Paul M. Trumble, *Serials Librarian*. B.A. (1979) State University of New York at Potsdam; M.L.S. (1989) University of Rhode Island.

Frances E. Tuleja, *Associate Dean of Students*. B.A. (1974) Douglass College, Rutgers University; M.A. (1984) University of Pennsylvania.

William McC. Vickery, *Director of 50th Reunion Programs/Assistant Treasurer for Business Administration*. A.B. (1957) Amherst College; M.B.A. (1959) Harvard Business School.

Bhamati Viswanathan, *Associate Director of Major and Planned Gifts*. B.A. (1986) Williams College; J.D. (1993) University of Michigan.

P. Louise Westhoff, *Associate Registrar*.

Scott H. Willson, *Senior Major Gifts Officer*. B.S. (1959), M.Ed. (1984) Springfield College.

Douglas C. Wilson, *College Editor*. A.B. (1962) Amherst College; M.A. (1964) The Fletcher School of Law and Diplomacy.

Victoria Kent Worth, *Assistant Director of Alumni and Parent Programs/Annual Giving Officer*. B.A. (1982) Kenyon College.

Stanley M. Zieja, *Head Athletic Trainer*. B.S. (1973) University of Massachusetts at Amherst; M.S. (1976) United States International University at San Diego.

Katie Allan Zobel, *Director of 25th Reunion Programs*. B.A. (1989) Boston College.

Catharine G. Zolkos, *Assistant Dean of Admission*. B.A. (1983) Middlebury College.

RELIGIOUS ADVISORS

- The Rev. George L. Cadigan, A.B.
Minister at the College, Emeritus
- Elizabeth E. Carr, Ph.D.
Newman Club Advisor
- Jean-Luc S. Charles, A.B.
Clergy Fellow
- The Rev. Deene D. Clark, D.Min.
Protestant Religious Advisor
- Rabbi Edward Feld, D.D.
Jewish Religious Advisor
- Hermenia T. Gardner, M.S.
Bi-Semester Christian Worship Committee Advisor
- Rabbi Yechiael Lander, M.A.
Jewish Religious Advisor, Emeritus
- The Rev. Steve Na, M.Div.
Korean Koinonia Church Advisor
- The Rev. Joseph Quigley, B.S.
Catholic Religious Advisor, Emeritus
- The Rev. Paul V. Sorrentino, M.Div.
Christian Fellowship Advisor
- The Rev. Bruce Norcross Teague, M.Div.
Catholic Religious Advisor

GRADUATE FELLOWS

- Emma E. Chanlett-Avery, A.B., *Senior Admission Fellow.*
- Michael R. Grant, A.B., *Edward Hitchcock Fellow in Physical Education.*
- Guy A. Johnson, *Assistant to the Dean of Admission and Eugene S. Wilson Intern.*
- Edward D. Lane, A.B., *Susan and Kenneth Kermes Fellow in Computer Science.*
- Tamara E. Levi, A.B., *Associate in Music.*
- Sarah E. Lukaska, A.B., *Assistant to the Director of Public Affairs on the Ives Washburn Grant.*
- Brian J. Simoneau, A.B., *Assistant to the Dean of Admission and Mayo-Smith Intern.*

FIVE COLLEGES INCORPORATED

- Lorna M. Peterson, Ph.D., *Five College Coordinator.*
- Carol A. Angus, M.A.T., *Associate Coordinator for Information and Publications.*
- Renee Fall, M.T.S., *Assistant Coordinator for Program Planning and Development.*
- Nathan A. Therien, Ph.D., *Assistant Coordinator for Academic Affairs.*
- Thomas A. Warger, Ph.D., *Assistant Coordinator for Information Systems.*
- Ariella Nasuti, M.A., J.D., *Business Manager and Treasurer.*

II

AMHERST COLLEGE



Amherst College

AMHERST COLLEGE looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of the College's curriculum. The College seeks qualified applicants from different races, classes, and ethnic groups, students whose several perspectives might contribute significantly to a process of mutual education within and outside the curriculum. Admission decisions aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline, and imagination that will allow them most fully to benefit from the curriculum and to contribute to the life of the College and of society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the individual's secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

Founded in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its approximately 1,650 students come from most of the fifty states and many foreign countries.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their junior and senior years; Honors work is encouraged and in recent years has been undertaken by nearly half of the graduation class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for a profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 165 full-time members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from several courses of about five students to a few lecture courses of more than 100 students; about 80 percent of the classes and sections have 25 students or fewer.

Amherst has extensive physical resources: libraries with more than 850,000 volumes and over 29,000 other media materials, science laboratories, a mathematics and computer science building, theaters, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and

another of natural sciences, a music building and concert hall, a dance studio, a central dining hall for all students, a campus social center that includes a snack bar and movie theater, dormitories, media center, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support provided by the Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, a full-time writing counselor, and tutoring for students for whom English is a second language. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 63 for further information.) Also freely available to students are the libraries of each institution. The present and continuing emphasis of the Five College Libraries is on the sharing and enhancement of total resources and services.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is published and distributed to the Five College community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions. The five colleges also cooperate in sponsoring *The Massachusetts Review*, a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in African-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five

College senior appointments bring to the area distinguished international figures, listed on pages 298-304.

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see page 54.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Assistant Dean of Students Frances Tuleja.

The Williams College-Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

The Associated Kyoto Program

The Associated Kyoto Program, sponsored by Amherst and 14 other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary problems. The program carries credit equivalent to a full academic year's course work. About fifty students are admitted each year, with applicants from member institutions receiving priority. Information can be obtained from Professors Ray A. Moore or Wako Tawa or the Study Abroad Advisor.

Göttingen Exchange

Amherst maintains a student exchange program with Göttingen University in Germany. Each year, upon application to the Department of German, two Amherst students are selected to attend Göttingen for a full academic year. In return, Amherst accepts two Göttingen students to study at the College and to serve as Language Assistants in the German Department. Details about the exchange programs may be obtained from the Department of German.

Doshisha University

THE COLLEGE'S relationship with Doshisha University offers various opportunities for students and faculty to study, to research, and to teach in Japan. Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a complex of educational institutions: Doshisha University, a separate Women's College, four senior and four junior high schools and a kindergarten, with a total enrollment of approximately 32,000 on five different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Scores of Amherst graduates have taught at The Doshisha, and since 1922, except for the war years, Amherst has maintained a resident instructor at Doshisha University. Since 1947 until his retirement in 1992, Professor Otis Cary of the Class of 1943 represented Amherst College at Doshisha, taught American history at the University, and served in a number of other capacities. Currently, Dean Hideo Higuchi of the Institute for Language and Culture at Doshisha University is acting as our Amherst representative.

Through the generosity of alumni and friends of the College, Amherst House was built on the Doshisha University campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, including quarters for the Representative, three guest suites, and dining facilities. In 1979 a traditional rustic teahouse, *Muhinshuan*, was donated by the family of a Japanese alumnus and rebuilt in a corner of the Amherst House grounds, lending cultural atmosphere appropriate to Kyoto.

In 1971 the College took the lead in organizing the Associated Kyoto Program (AKP), a junior-year program at Doshisha University for Amherst students and others who wish to pursue the study of Japanese language, culture, and history. This program offers the main avenue today for both student and faculty contact with Doshisha University. With offices on Doshisha's main campus since 1971, the AKP, sponsored by fifteen American liberal arts colleges, has hosted more than 1,000 American undergraduates for a year of study in Kyoto and has awarded more than forty fellowships to American and Japanese faculty to participate in educational exchange for periods of one or two semesters. Opportunities for faculty participation in the AKP are announced in the spring semester every year. Also, since 1958, a graduating Amherst College Senior has been selected annually as the Amherst-Doshisha Fellow to spend a year at Doshisha University.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of the six Faculties (Theology, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst.

The Folger Shakespeare Library

THE FOLGER SHAKESPEARE LIBRARY in Washington, D.C., was established in 1932 under the governance of The Trustees of Amherst College by the will of Henry Clay Folger, Class of 1879, and his wife, Emily Jordan Folger. The Folgers' original collection of Shakespeareana remains the largest and most complete in existence today. Subsequent acquisitions have enabled the Library now to claim the largest accumulation of English language publications from 1475 to 1640 outside of England, as well as other important Continental Renaissance materials. Folger holdings span a broad range of subjects and include books, manuscripts, documents, paintings, illustrations, tapestries, furnishings, musical instruments, musical scores, and curios from the Renaissance and theater history.

Located 100 yards from the U.S. Capitol, next to the Library of Congress, the Folger collection is housed in a landmark building widely considered among the loveliest in the nation's capital. Inside its elegant art deco marble exterior is an Elizabethan great house with vaulted ornamental plaster ceilings, richly panelled walls, stone and tile floors, and windows of leaded and stained glass. Scholars from all over the world use the Reading Room, modeled after a Tudor banqueting hall, and its luminous modern addition, which opened in 1983. Beneath the Reading Room are two block-long subterranean vaults where the collection is stored. Exhibitions from the collection are mounted in the Great Hall, a Tudor long gallery that is open to the public without charge six days a week. An adjacent theater, designed after an Elizabethan innyard playhouse, is the home of a rich and varied season of public and educational programs.

The Folgers intended the Library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." Today the Library serves not only as a resource for scholars, but also as a cultural center presenting over 100 public concerts, literary readings, lectures, and other events during the year; as an academic institution offering more than a dozen advanced seminars under the auspices of the Folger Institute; and as a center for the pre-college teaching of Shakespeare in American schools. Over 200,000 visitors attend exhibitions and events at the Folger each year. Thousands more enjoy the national broadcasts of the Folger Consort, which is in residence at the Library. Others refer to the Library's monographs, the *Shakespeare Quarterly*, and the Folger edition of the complete plays, in progress.

FOLGER LIBRARY OFFICERS

Werner L. Gundersheimer, Ph.D., *Director*

Jane B. Kolson, M.P.A., *Director of Development*

Richard J. Kuhta, M.A., M.L.S., *Librarian*

Barbara A. Mowat, Ph.D., *Director of Academic Programs*

Janet A. Griffin, M.A., *Director of Public Programs*

Melody P. Fetske, C.P.A., *Controller*

III

ADMISSION TUITION AND FEES FINANCIAL AID



Admission

Amherst College looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of our curriculum. We seek qualified applicants from different races, classes and ethnic groups—students whose several perspectives might contribute significantly to a process of mutual education within and beyond the curriculum.

We aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline and imagination that will allow them most fully to benefit from the curriculum and contribute to the life of the college and society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative. How they intersect makes the difference.

THE ADMISSION PROCESS

We take great care to give every application a thorough review. Each application is read by at least two admission deans before being presented to the Admission Committee for discussion. We pay closest attention to a student's:

- secondary school (or college) transcript;
- standardized tests: the SAT I or ACT plus three SAT II exams (we recommend that one be the Writing exam);
- teacher and counselor recommendations;
- quality of writing as demonstrated in essays, testing and recommendations;
- extra- and co-curricular involvements and talents.

We give the greatest weight to the academic transcript. The rigor of the courses taken, the quality of grades and the consistency with which a student has worked over four years give us the clearest indication of how well a student will do at Amherst. Standardized tests also play an important role in helping us evaluate a student in comparison to students taught in very different secondary schools. Recommendations, the quality of a student's writing, and extra- and co-curricular talents also help the Admission Committee draw fine distinctions among very talented applicants.

FIRST-YEAR APPLICANTS

Applying. To begin the application process at Amherst, we ask that a student submit our Pre-Application with a \$55 processing fee. Sometime after that, but by the appropriate deadline, a Common Application, the Amherst College Common Application Supplement, and all supporting materials must be mailed. We will mail these forms upon request, or they may be downloaded from the Admission Office website. For students already on our mailing list, we will automatically mail an admission application early in the senior year.

Regular Decision. More than 90 percent of our applicants choose the Regular Decision option. A student must mail the application by December 31 and will receive our application decision by early April. If admitted, a student will need to reply to our offer by May 1.

Early Decision. About 10 percent of Amherst applicants choose our binding Early Decision (ED) program. This is a good option only for those who have decided early in the college search process that Amherst is their clear first choice. As an Early Decision applicant, a student agrees not to be an ED candidate at any other college. The student also agrees, if admitted, to withdraw Regular Decision applications from other colleges and to enroll at Amherst in the fall.

Early Decision applications are due at the Admission Office by November 15, and we mail our application decisions by December 15. Most ED applicants are either admitted or deferred for reconsideration with the regular decision pool.

IB, AP and College Courses. If a student has taken International Baccalaureate, Advanced Placement or college courses during secondary school, we view this as significant evidence of academic accomplishment and preparation. In addition, some Amherst departments will allow a student to forego introductory-level courses in areas in which rigorous work has already been done. However, we do not accept such courses for credit or advanced standing.

Deferred Admission. An admitted student may, with permission from the Director of Admission, defer matriculation for a year without reapplying.

TRANSFER APPLICANTS

A student is eligible for transfer admission to Amherst if at least one year has been completed as a full-time student at a college or university. We also recommend that a transfer student schedule an interview with an admission dean. We do not accept applications from individuals who have already earned an undergraduate degree. Five College students are not encouraged to transfer to Amherst.

We ask transfer students to submit the Amherst College Transfer Application (the Common Application is not accepted for this purpose) with a \$55 application processing fee. We will mail our application upon request. Fall transfer applicants must mail the application by February 1 and will receive our response late in May. If admitted, fall transfer students must reply to our offer in early June. Spring transfer applicants must ensure that the application arrives at the Admission Office no later than November 1. An application decision will be mailed in late December. If admitted, spring transfer students must respond to our offer promptly.

INTERNATIONAL APPLICANTS

We welcome applications from international students. Currently, some 10 percent of our students are international—one half of them non-U.S. citizens and the other half a combination of U.S. dual citizens, U.S. permanent residents, and U.S. citizens living or raised abroad. Our Admission Committee is familiar with various education systems around the world.

Regardless of citizenship or geographic location, international students should follow the same first-year or transfer application process required of any other student. Please note that Amherst College is not "need-blind" for non-U.S. citizens or non-U.S. permanent residents requesting financial aid.

If English is not an international student's first language, we ask that the Test of English as a Foreign Language (TOEFL), the SAT II English Language Proficiency Test (ELPT), or the Michigan English Language Assessment Battery (MELAB) be taken. The same standardized tests (SAT I/ACT and SAT II) required of all other applicants are also required of international students.

VISITING STUDENTS

A limited number of places are available in the spring semester for full-time visiting students. A student is eligible for visitor status if the student is currently enrolled in college and has completed at least one year of full-time college work. The Amherst College Visiting Student Application should be submitted with a \$55 processing fee. Applications are mailed upon request. It must arrive at the Admission Office no later than December 1, and an application decision will then be mailed in late December. If admitted, visiting students must respond to our offer promptly.

For further information please contact:

Office of Admission
Amherst College
P.O. Box 5000
Amherst MA 01002-5000
413-542-2328
413-542-2040 (fax)
admission@amherst.edu
www.amherst.edu/admission

For sending express mail requiring a street address:

Amherst College
Office of Admission
Rte 116 / S Pleasant St
Amherst MA 01002-5000

Tuition and Fees

ACANDIDATE'S formal application for admission should be accompanied by a \$55 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of \$400 which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	\$31,360
Student Activities Fee	319
Residential Life Fee (not required of off-campus residents)	90
Campus Center Program Fee	50
Student Health Insurance (optional)	325
	<hr/>
	\$32,144

The first semester bill in the amount of \$16,235 is mailed to all parents in July and is due and payable on or before August 13, 1999. The second semester bill totaling \$15,909 is mailed in December and is due and payable on or before January 14, 2000. All College scholarships, Key Education Resources Payment Plan, and any other cash payments received prior to mailing will appear as credits on the bill.

The fee for the support of various activities of the student body for 1999-00 is determined by the Student Allocations Committee. The \$319 fee is turned over to the Student Allocations Committee for disbursement to more than forty student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a \$90 Residential Life Fee and a \$50 Campus Center Program Fee which are used to promote all campus programs.

The charge of \$325 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period August 15, 1999, through August 15, 2000. Any clinical services provided on campus at the Amherst College Student Health Service are covered by the comprehensive fee for all Amherst College students. Further details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Each new student, or former student reentering, is charged a \$175 guarantee deposit, which is refundable after graduation or withdrawal from college, less any unpaid charges against his or her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both pre-payment plans and loan plans, including insurance for continued payment in case of death or disability of the parent. For further details write to: Key Education Resources, 745 Atlantic Avenue, Boston, MA 02111.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past 22 years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 49.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Fall semester

Prior to September 7		\$12,400
September 7-17	90%	11,160
September 18-October 15	50%	6,200
October 16-31	25%	3,100
November 1 or later		no refund

Spring semester

Prior to January 24		\$12,400
January 24-February 3	90%	11,160
February 4-19	50%	6,200
February 20-March 17	25%	3,100
March 18 or later		no refund

ROOM AND BOARD

Refund shall be made on a per diem basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September 1999, the comprehensive charge for tuition, room and board will be \$31,360 and yet the education of each student costs the College more than \$49,200 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas. Such awards are currently sponsored by the Chicago, Connecticut, New York City, Northern California, Northern Ohio, St. Louis, Southern California, and Washington, D.C. Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of financial need. The College also participates in the Federal Work-Study, Pell Grant, Supplemental Educational Opportunity Grant, Direct Stafford/Ford Loan, Perkins Loan, and Direct Parent Loan for Undergraduate Students programs.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. Over two-fifths of the students receive scholarship grants; more than one-half receive loan and employment assistance.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses the amount which they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees, and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedures of the College Scholarship Service and amended in individual cases by Amherst College policy. In awarding federal financial aid, the College determines eligibility according to the procedures specified in the Higher Education Act of 1965, as amended. The College assumes that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for parental contributions and student contributions from savings and income (usually from summer employment), the initial \$5,200-\$5,400 of applicants' demonstrated needs will be met with a combination of college-year employment and long-term, moderate-interest loans. Within the resources of the College,

students may expect to receive gift aid to cover the balance of their needs. Student loans require no payment of principal before graduation from Amherst. The loans are typically repayable on a monthly basis within a ten-year period at a moderate rate of simple interest. Repayment may be deferred for graduate school, and there are various other provisions for deferment and, in some cases, cancellation of student loans.

Receipt of scholarship grants is not contingent upon acceptance of a loan; many students prefer to earn more money during the summer or at college so that not so large a loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual circumstances or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. A recipient of outside scholarship awards may be subject to reductions in the expected loan and, in some cases, scholarship amount, in accordance with the recipient's financial need.

APPPLYING FOR FINANCIAL AID

Application for financial aid should be filed by the candidate at the same time as the application for admission, in no case later than the indicated deadlines. Notification of financial aid awards will be made shortly after the time of admission to the College.

To apply for financial aid from the College, a candidate must submit a Financial Aid PROFILE form, to be completed by the candidate and, if dependent, his or her parents and submitted to the College Scholarship Service (CSS) no later than February 1. Supplemental information is required of candidates whose parents own or operate a business or farm, whose parents are separated or divorced, or who are independent of parents' support. Copies of income tax returns are required to verify family financial information. To obtain a Financial Aid PROFILE form, complete the registration process with CSS through the Intenet (<http://www.collegeboard.org>), or by telephone ((800) 778-6888 in the United States, Canada, or Puerto Rico, or (305) 626-4729 for U.S. citizens living abroad), or by means of ExPAN at participating secondary schools. Registration guides and worksheets are available from secondary schools or the Office of Financial Aid.

To apply for federal financial aid, a candidate should complete the Free Application for Federal Student Aid (FAFSA) and submit it according to its instructions. The FAFSA may be completed through the Internet (<http://www.fafsa.ed.gov>). About four to six weeks after submitting the FAFSA, the federal government will send a Student Aid Report to the candidate. A copy of all pages of this report should be submitted to the College.

Candidates for admission under the Early Decision program who are also candidates for financial aid may obtain an early financial aid decision as well, if they have filed the Amherst College Application for Financial Aid by November 15 and the Financial Aid PROFILE form by November 1.

Candidates for transfer who demonstrate financial need are eligible for all financial aid at Amherst College. To be considered, a candidate for transfer to Amherst for the fall semester must file the Amherst College Application for Financial Aid by March 1 (November 1 for the spring semester) and the Financial Aid PROFILE form by February 15 (October 15 for the spring semester).

Students in the upper classes who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 25. Renewal forms may be obtained in the Office of Financial Aid and

should be returned directly there. Students will receive notification of their financial aid awards in July.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

... until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule that reflects accurately the earnings expectation of college graduates.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, *Costs and Financial Aid at Amherst College*, is available upon request from the Admission Office. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, Box 2207, Amherst College, P.O. Box 5000, Amherst, Mass. 01002-5000.

IV

GENERAL REGULATIONS DEGREE REQUIREMENTS



General Regulations

TERMS AND VACATIONS

THE COLLEGE year 1999-2000 includes two regular semesters, the first with thirteen weeks and the second with fourteen weeks of classes. In the fall semester is an October break and a Thanksgiving recess. After the Christmas recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each semester. It is the responsibility of each student to read and understand this Statement and to inquire as to its implications in his or her specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any person which do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social, recreational and residential environment.

Harassment

Amherst College does not condone harassment of any kind, against any group or individual, because of race, religion, ethnic identification, age, handicap, gender or sexual orientation. Such harassment is clearly in conflict with the interests of the College as an educational community and in many cases with provisions of law.

Sexual Harassment

Amherst College is committed to establishing and maintaining an environment free of all forms of harassment. Sexual harassment breaches the trust that is expected and required in order for members of an educational community to be free to learn and work. It is a form of discrimination because it unjustly deprives a person of equal treatment. Sexual harassment can injure anyone who is subjected to it, regardless of gender or sexual orientation.

The College's policy on sexual harassment is directed towards behavior and does not purport to regulate beliefs, attitudes, or feelings. It is based on federal and state law, which prohibit certain specific forms of sexual harassment; on the College's Statement on Respect for Persons, which requires that a person's sex and sexual orientation be treated with respect; and on the following statement on sexual harassment passed by the Faculty on May 23, 1985:

Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic work, or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or demeaning working, academic or social environment.

The College believes that sexual harassment, besides being intrinsically harmful and illegal, also corrupts the integrity of the educational process.

Because it is possible for one person to act unintentionally in a manner that sexually harasses another, it is imperative that all members of the College community understand what kinds of behavior constitute sexual harassment. Hence, we provide here a general description of sexual harassment.

Sexual harassment occurs when one person attempts to coerce another into a sexual relationship, or to punish a refusal to respond to or comply with sexual advances. Attempts to subject a person to unwanted attention of a sexual character, sexual slurs or derogatory language directed at another person's sexuality or gender also can be forms of sexual harassment. Thus, sexual harassment can include a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a non-consenting individual. It is also possible that sexual harassment can occur unintentionally when behavior of a sexual nature has the effect of creating a hostile environment. In some cases, sexual harassment is obvious and may involve an overt action, a threat, or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment also occurs when a position of authority is used to threaten the imposition of penalty or the withholding of benefit unless sexual favors are granted, whether or not the threat is carried out. Sexual harassment, when it exploits the authority the institution gives its employees, or otherwise compromises the boundary between personal and professional roles, is an abuse of the power the College entrusts to them. The potential for sexual harassment exists in any sexual relationship between a student and a member of the faculty, administration or staff. Anyone in a position of authority should thoroughly understand the potential for coercion in sexual relationships between persons who are professionally affiliated. These relationships may involve persons in a position of authority over their colleagues (e.g., tenured faculty and non-

tenured faculty; administrators and staff); or they may involve those who teach, advise or supervise students.

Sexual harassment also takes the form of unwanted attention among peers. Sexual harassment by peers may have the purpose or effect of creating an intimidating, hostile, or demeaning environment. Sexual harassment by peers can occur between strangers, casual acquaintances, hall-mates, and even friends.

Because sexual harassment is a direct violation of the College's "Statement on Respect for Persons," Amherst College will seriously and thoroughly investigate any complaints of sexual harassment and will discipline those found guilty. Any student who believes she or he may be the victim of sexual harassment by a member of the faculty should consult the section on "Seeking Redress in Cases of Sexual Harassment" and "The Resolution of Student Grievances with Members of the Faculty or Administration" in the *Student Handbook*. The *Faculty Handbook* gives further information about grievance procedures. Any student who believes she or he may be the victim of sexual harassment by a peer should consult the student-student grievance procedures in the *Student Handbook*.

Consensual Sexual Relationships Between Faculty Members and Students

Experience has shown that consensual sexual relationships between faculty members and students can lead to harassment. Faculty members should understand the potential for coercion in sexual relationships with students with whom the faculty members also have instructional, advisory or supervisory relationships.

Even when such relationships do not lead to harassment, they can compromise the integrity of the educational process. The objectivity of evaluations which occur in making recommendations or assigning grades, honors, and fellowships may be called into question when a faculty member involved in those functions has or has had a sexual relationship with a student.

For these reasons, the College does not condone and, in fact, strongly discourages consensual sexual relationships between faculty members and students. The College requires a faculty member to remove himself or herself from any supervisory, evaluative, advisory, or other pedagogical role involving a student with whom he or she has had or currently has a sexual relationship. Since the absence of this person may deprive the student of educational, advising, or career opportunities, both parties should be mindful of the potential costs to the student before entering into a sexual relationship.

In cases in which it proves necessary, the Dean of Faculty, in consultation with the Dean of Students and the Chair (or Head) of the relevant department, will evaluate the student's situation and take measures to prevent deprivation of educational and advising opportunities. The appropriate officers of the College will have the authority to make exceptions to normal academic rules and policies that are warranted by the circumstances.

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the College Health Service or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook*.

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Passing Grades = A+, A, A-, B+, B, B-, C+, C, C-, D, Pass

Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A- = 12; B+ = 11, B = 10, B- = 9; C+ = 8, C = 7, C- = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the thirty-two courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within fourteen days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. First-year students, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in many courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Class Dean, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Class Dean.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some

students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Career Center and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the junior year, although sophomore year educational leaves are permitted. It is expected that students will spend their senior year at Amherst. To receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See also Transfer Policy statement on page 56.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 15. Students who may be away from campus for the spring term should notify their dean and advisor before April 15 of the previous year. Students who fail to notify the dean of their plans prior to these deadlines will not be guaranteed housing for the semester in which they prefer to return. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions for disabling medical reasons or grave personal emergencies by the Committee on Academic Standing or the class deans, students who withdraw after the seventh week of a semester will withdraw with penalty and have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 43 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans as early as possible, but before March 16. For students planning to return for the spring semester, the letters should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information, such as an interview on-campus with a class dean, may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational

leaves should simply confirm their intention of returning to the campus before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to participate in the student residence room-selection.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 63 regarding academic credit from other institutions.)

DELINQUENCIES

At the midpoint and end of each semester, the academic records of all students are reviewed by the class deans and the Committee on Academic Standing. Those students who have clearly shown their unfitness for academic work are dismissed from the College. The academic records of others about whom the Committee has some concern are also carefully examined. Depending on the degree of difficulty a student has experienced, he/she may be regularly reviewed, issued an academic warning or placed on probation. Students who, by failing a course, incur a deficiency in the number of courses required for normal progress toward graduation are expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 58.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

- a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
- b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
- c. Those who in any semester pass all courses but receive an average of less than 6.
- d. Those who have accumulated delinquencies in three or more courses during their college careers.
- e. Those who have been on probation and have failed to meet the conditions of their probation.

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters. During this time he or she is usually expected to demonstrate readiness for return by completing a semester of approved academic work at another accredited college or university. Conditions for readmission shall be set forth clearly in writing and must be met by the student before he or she can be considered for readmission to the College.

*See Degree Requirements.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

ROOMS AND BOARD

Dormitory and house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook*.

All students living in dormitories and houses, except for those students living in the Humphries House cooperative, are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students with unique circumstances who want to live off campus should speak with the dean in charge of housing or their class dean. First-year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

Degree Requirements

BACHELOR OF ARTS

THIS DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude*, *magna cum laude*, or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite*.

REQUIREMENTS

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

The Bachelor of Arts degree is awarded to students who:

1. Complete thirty-two full semester courses and four years (eight semesters) of residence,* except that a student who has dropped a course without penalty during the first year, or who has failed a course during the first or second year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed thirty-one full courses.

Transfer students must complete thirty-two full semester courses or their equivalent, at least sixteen of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the thirty-two-course requirement for graduation.

*In exceptional cases, a student with at least six semesters of residence at Amherst and at least twenty-four courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal thirty-two-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. Fifth courses cannot be used to accelerate graduation. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

Also in exceptional cases a student may petition the Dean of Students at the time of admission or prior to the beginning of any semester for permission to enroll in a program of three courses per semester for any number of semesters of his or her enrollment at Amherst. Such permission may be granted only for reasons of physical disability (e.g., for students who have serious visual or hearing impairments) or compelling family responsibility (e.g., for students who are parents and have custodial responsibility for their children). In such cases, the student may be granted permission to spend as many as two additional semesters at Amherst College and to graduate with no fewer than thirty-one courses.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a three or four semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 56.)

A student may not add a course to his/her program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

First-year students who experience severe academic difficulty may petition the Dean of New Students for permission to drop one course without penalty during their first year. The Dean of New Students, in consultation with the instructor and advisor, will decide on the basis of the student's educational needs whether or not to grant the petition. Petitions to withdraw from a course will normally be accepted only during the sixth, seventh, and eighth weeks of either the first or the second semester. Exceptions to this rule shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of New Students.

Transfer students may petition their Class Dean to drop one course without penalty during the sixth, seventh, and eighth weeks of their first semester at Amherst. They must follow the petition procedure described above. The Class Dean, in consultation with the student's instructor and advisor, will decide whether or not to grant this petition.

For sophomores, juniors, and seniors, exceptions to the rule prohibiting the dropping of a course after the fourteenth calendar day of the semester shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Students in consultation with the student's class dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1976, first-year students are required to take a First-Year Seminar. Each First-Year Seminar is planned and taught by one or more members of the Faculty, who develop innovative and often interdisciplinary

approaches to a range of special topics. The subject matter of the courses varies, reflecting the concerns of the Faculty members who devise them. The courses offered for 1999-2000 are described on pages 67-73.

Through these courses, first-year students are exposed to the diversity of learning that takes place at the College. They get a sample of the nature of the institution and what actually takes place in the College: what people do at Amherst and how they do it.

Amherst's liberal studies curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the sophomore year; thereafter each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:

- provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime;
- analyze one's own polity, economic order, and culture;
- employ abstract reasoning;
- work within the scientific method;
- engage in creative action—doing, making and performing;
- interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of at least eight courses pursued under the direction of a department or special group. A major may begin in either the first or second year and must be declared by the end of the second year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the requirement of at least eight courses within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

Some Amherst students may wish to declare a major in more than one department or program. This curricular option is available, although it entails special responsibilities. At Amherst, departments are solely responsible for defining the content and structure of an acceptable program of study.

for majors. Students who elect a double major must present the signatures of both academic advisors when registering for each semester's courses and they must, of course, fulfill the graduation requirements and comprehensive examinations established by two academic programs. In addition, double majors may not credit courses approved for either major toward the other without the explicit consent of an announced departmental policy or the signature of a departmental chairperson. In their senior year, students with a double major must verify their approved courses with both academic advisors *before* registering for their last semester at the College.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Academic Standing and Special Majors. Under ordinary circumstances, the proposal will be submitted during the first semester of the junior year and not under any circumstances later than the eighth week of the second junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Academic Standing and Special Majors, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for reevaluation: one not later than the last day of classes of the second semester of the senior year, and the other during the next college year.

DEGREE WITH HONORS

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. Effective with the class of 1997, an independent system of departmental honors has been instituted and the criteria for the awarding of College honors have been redefined. The award of both departmental and College honors will be made by the Faculty of the College and will appear on the diploma. In making such awards, the Faculty will observe the following guidelines:

College Honors

1. Candidates eligible for the degree *summa cum laude* must have a minimum overall grade point average of 12.00 and have received a recommendation of High Distinction from a department or program in which they have majored.

2. Candidates eligible for the degree *magna cum laude* must have a minimum overall grade point average of 11.50.
3. Candidates eligible for the degree *cum laude* must have a minimum overall grade point average of 11.00.

Departmental Honors

1. Candidates eligible for the degree High Distinction in [Department or Program] must be recommended by a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of *summa cum laude* quality.
2. Candidates eligible for the degree Distinction in [Department or Program] must be recommended by a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of honors quality.

INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an Independent Study Program, usually in the junior or senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Academic Standing and Special Majors, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Academic Standing and Special Majors after approval of their written proposal and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of \$50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five College cooperation are described in the *Student Handbook*.

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students and the Registrar; or (3) the work has been approved by

the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other Institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

V

COURSES OF INSTRUCTION



Courses of Instruction

COURES are open to all students, subject only to the restrictions specified in the individual descriptions. In general all courses numbered 1 to 9 are introductory language courses. Introductory courses in other areas are numbered 11 to 20, Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are preceded by D or H. All odd-numbered courses are offered in the first semester, unless followed by the designation s, and all even-numbered courses are offered in the second semester unless followed by the designation f.

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Dean of Students.

FIRST-YEAR SEMINARS: THE LIBERAL STUDIES CURRICULUM

During 1999-2000, Faculty members in groups of one or more will teach 19 First-Year Seminars. Every first-year student must take one of these courses during the first semester. They are open only to Amherst College first-year students.

1. The Value of Nature. Our impact on the environment has been large and in recent decades the pace of change has clearly accelerated. Many species face extinction, forests are disappearing, and toxic wastes accumulate. The prospect of a general environmental calamity seems all too real.

This sense of crisis has spurred intense and wide-ranging debate over what our proper relationship to nature should be. This debate and the analysis of the conflicting views that fuel this debate will be the focus of this seminar. Among the questions we shall explore will be: What obligations do we have to non-human animals, to living organisms like trees, to ecosystems as a whole, and to future generations of humans? Do animals have rights we ought to respect? Is nature intrinsically valuable or merely a bundle of utilities? We will investigate these and related questions with readings drawn from literature, philosophy, the social sciences, and ecology.

First semester. Professors Dizard and J. Moore.

2f. Evolution and Intellectual Revolution. Few thinkers have had such a broad and deep influence on their subject as Charles Darwin has had on biology; few scientific theories have had larger effects on western culture than his theory of evolution by natural selection. This course examines the Darwinian theory of evolution, its genesis and its influence. In so doing, we will study Darwin's career, the scientific and non-scientific background to his work, and the debate over evolution with the scientific community as it was conducted in Darwin's time and as it persists to the present day.

First semester. Professors Czap, Servos, and Williamson.

3. The Nazi Olympics. This course is about the confluence of three "streams" that came together in Berlin in 1936 when Leni Riefenstahl produced her still-controversial two-part documentary film, *Olympia*. Specifically, this course deals with the culture of Weimar Germany and the rise of Adolf Hitler, with the emergence of modern sports, and with the development of German film, feature as well as documentary.

First semester. Professors Guttmann and Rogowski.

4f. Holocaust Perspective: Historical, Legal, Literary. As an event which, in the words of a leading scholar, "has changed the basis for life within history," the Holocaust challenges us to make sense of the Nazis' campaign to exterminate the Jews of Europe. In this seminar, we will address some of the foundation questions raised by radical evil. How do we understand the causes and logic of genocide, and the motives of its perpetrators? How can we represent and grasp the experience of survivors? What are the special challenges and responsibilities facing those who struggle to make sense of traumatic history? We will consider these questions by examining the attempts of historians, jurists, social theorists and literary figures to master the problems of representation and judgment posed by crimes that seem to resist rational explanation. Readings will include works by Hannah Arendt, Louis Begley, Christopher Browning, Paul Celan, Daniel Goldhagen, Raul Hilberg, Primo Levi and Art Spiegelman; and extensive excerpts from the transcripts of the Nuremberg and Eichmann trials.

First semester. Professor Douglas.

5. Leadership and Democracy. Democracy is in a sense a permanent war on leadership. The ideal of giving laws to oneself is contradicted by the practical ways in which leadership appears necessary in political and social life. Can leadership and democracy be reconciled? Can leaders keep faith with democratic principles? Do leaders always have "dirty hands?"

First semester. Professor Tiersky.

6f. Improvisational Thinking. Much of the thinking we do in college is applied to activities that involve large amounts of reworking and editing. But in many endeavors, efforts that are apparently more spontaneous are required. Thinking in improvisational modes requires several special techniques, and yet is done by virtually all of us at times. Improvisation can be used to solve emergency problems or create art at the highest levels. Dictionary definitions of improvisation usually refer to "inventing or reciting without preparation," "executing something offhandedly" or "preparing hastily or without previous preparation." Yet often, the preparation for successful improvisation is enormous, whereas editing must occur just before the act of execution. We will explore improvisational thinking with the aid of several skilled practitioners of improvisation as guest lecturers and performers. We will ask how improvisational thinking differs from other ways of thinking and how it is similar. We will inquire into the variety of techniques used in improvisation. We will draw from several fields including jazz, Indian

music, rap, Chinese painting and Zen, dance, mime, science, cooking, sports, story telling, psychotherapy and stand-up comedy. Students will be asked to read articles and books on improvisation, listen to performances, write several evaluations of in-class performances, and prepare a term paper on one improvisational activity in depth. Students will also have opportunities to improvise.

Students will meet in small groups with the faculty to discuss their papers and projects and to explore ways to use improvisation in their individual pursuits.

First semester. Professor Poccia.

7. Africa: Power and Representation. The right to represent oneself has always been an important piece of symbolic capital and a source of power. External representations of Africa have consistently distorted and misinterpreted the peoples and cultures of the continent. Within Africa, this right to produce and display particular images has been inseparable from both secular and sacred power. The discrepancy in interpretation of various images, whether these are in the form of visual objects or in the form of philosophies or concepts, has produced a misunderstanding of African institutions and art. In addition, historically the right to represent and claim one's identity has become increasingly politicized. Control over various representations and images of Africa and things African has become contested. Using an interdisciplinary focus from the fields of art history, history and anthropology, this course will examine representations and interpretations of images of Africa both from within and from outside the continent. Ultimately we will link these with various forms of power and legitimacy to consider the complexity behind the development of an idea of Africa.

First semester. Professor Goheen.

8f. The Imagined Landscape. Most Americans believe that our world faces "an ecological crisis" that the "natural environment" is threatened as never before by encroachments from human technology. But what assumptions lie behind these perceptions? What images of the land and of human culture underpin the familiar rhetoric of environmentalism?

This course attempts to make students more self-conscious about their own views of the environments they inhabit. We study first how a variety of people in the past have defined their connections to the natural landscape and then consider some current perspectives in light of what we have learned. To what extent are human beings regarded as "part and parcel" of nature? To what extent are people distanced from the natural landscape? Is nature seen as nurturing or threatening, balanced or chaotic? How are we, as individuals, to reconcile or to live with the many contradictory perspectives that we encounter from other people and in ourselves?

Though our readings change each year, our central proposition remains consistent: that the human imagination plays a central and often misunderstood role in how we view the world around us and that altering our relationship to nature ("solving the ecological crisis") is as much an imaginative act as it is a matter of social policy, political program, or technological adjustment.

We read a mixture of literary, historical, and ecological texts and also look at photographs, paintings, and a couple of films. Many of our examples come from New England history (from William Bradford to Henry Thoreau) and from writings about the American West (from John Muir to Terry Tempest Williams). We also read ecologists such as Aldo Leopold and Daniel Botkin. This year, we will add a particular focus on the role of the humanities in helping us understand attitudes towards nature, as we ask what contributions literature and the arts can make to the environmental debate, so often dominated by voices from politics and

science. With this in mind, our readings will include Shakespeare's *The Tempest* and Fitzgerald's *The Great Gatsby*.

Students will write several short essays, keep journals, and produce one long final paper.

First semester. Lecturer Looker.

9. National Identity. This course explores the many meanings of national identity for individuals and for collectivities. Among the questions we will ask are: What are the roots of ethnic solidarity? How have national states been created as both cultural and political communities? How has the concept of national citizenship been variously defined? How have sovereign states responded to ethnonational diversity within their borders? These questions and others will be addressed comparatively. To this end, we will focus in particular upon a comparison of French, German and American concepts of citizenship; an examination of tensions between state and nation in the former Yugoslavia, China, and India; and a consideration of the issues of race, ethnicity and immigration in the United States.

First semester. Professors Babb, Dennerline, Levin, and W. Taubman.

10f. Four-and-a-Half Philosophers. How should we live our lives? How can we know anything for sure? These two questions have obsessed those we call philosophers for more than two thousand years. Through readings, discussions and short essays we will explore these questions and others with four writers widely separated in time but linked in a variety of ways. The first is Heraclitus, who lived in Ephesus, now coastal Turkey, in the sixth century B.C. All that remains of what he wrote are fragments amounting to perhaps a hundred statements of a sentence or less. We will then turn to Plato, who lived in Athens more than a century later. We will read several of his early dialogues in which Socrates figures perhaps much as he did for Plato himself as the great teacher and interrogator who said again and again that he himself knew only that he knew nothing. We will move on to one of the great writers of the Renaissance, Michel de Montaigne, who was a skeptical and urbane observer of a century of war, plague and dogmatism. Considered the inventor of what we now call the essay, Montaigne did not set out to write "philosophy" but merely to record his own ways and views as a sample of human life. He thus raises the important question, "What is a philosopher?" We will conclude with Simone Weil, a French mystic trained in classical philosophy but whose writings most resemble those of Heraclitus. Her reflections on goodness and evil place her very close to the center of modern ethical debate.

First semester. Professor Gerety.

11. Western American Lives: Personal Narratives as Public History. Through close readings of memoirs written by a wide range of western Americans during the twentieth century, this course explores the ways in which personal histories function as cultural histories. Reading authors as diverse as Nat Love and Leslie Marmon Silko, Mary Clearman Blew and Richard Rodriguez, Joan Didion and Wallace Stegner, we will consider the writers as both storytellers and historians as we look at how each has tried to fashion a place for him or herself within the broader social and political spaces of the American West. We will look at the utility of family stories and a sense of place in a region marked by constant movement, and consider the impact of popular myth on westerners' own sense of self. Finally, we will also consider other ways of assessing personal experiences through an examination of census records, family snapshots and other documents.

First semester. Professor Sandweiss.

12f. Growing Up in America. How has American society, which lacks the clearly defined initiation rituals of premodern cultures, dealt with adolescence? The class will begin historically, with an examination of some nineteenth-century lives male and female, black and white, real and fictional. The focus will then shift to the twentieth century and a more topical approach. Among the topics to be discussed are: the impact of social class, race and ethnicity on adolescent identity development, contemporary redefinitions of male and female roles, relationship with parents, subcultures and the importance of place, courtship, sexuality, gangs and delinquency. In addition to historical, sociological and psychological texts, the class will discuss autobiographies like those of Douglass and Jacobs, fiction by Baldwin, Plath and Salinger, and films including *Boyz 'n the Hood*.

First semester. Professor Raskin.

13. Strange Russian Writers. We will read tales of rebels, deviants, dissidents, loners, and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, will include Tolstoy, Leskov, Platonov, Sinyavsky, Tolstaya, Petrushevskaya, Gogol, and Dostoevsky. Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals and objects become the center of narrative attention. Frequent writing assignments, both interpretive and creative.

First semester. Professors Peterson and Sandler.

14f. The HIV/AIDS Pandemic. The medical condition known to the English-speaking world as AIDS (Acquired Immune Deficiency Syndrome) was first identified in 1981. We have learned subsequently that it is caused by a retrovirus called HIV (the Human Immunodeficiency Virus) for which there is no known cure. According to data collected worldwide by the United Nations AIDS program, eleven persons (men, women and children) were newly-infected with HIV every minute during the past year. In the words of the distinguished scientist Stephen Jay Gould, the spreading HIV/AIDS pandemic is "both a natural phenomenon and, potentially, the greatest natural tragedy in human history."

The members of the class will devote the semester to critical thinking about that statement across the traditional categories of a liberal arts education: the natural sciences, humanities, and social sciences. What sorts of questions about HIV/AIDS do each of these disciplinary clusters tend to generate? How are they different? By what standards should they be evaluated?

We will begin by learning the current status of biological and medical knowledge about the disease, as well as how patient care and the physician's role are changing both here and abroad. Next, we will reconstruct a history of the HIV/AIDS pandemic and explore how creative artists have sought to represent it in words, sounds and images. Finally we will focus on strategies for controlling the spread of HIV infection, examining the interaction between public policy, partisan politics, and AIDS activism. Throughout the course special attention will be given to such issues as gender and sexuality, race, economic status and the role of the mass media.

First semester. Professor Bezucha.

15. Close Reading. Students will attend carefully to the implications of how language is used in fiction (new and classic novels and stories), drama (a play, perhaps two, by Shakespeare), and lyric poetry (the work, in detail, of at least two poets). Class conversation will often be directed to identifying the tones of voice present in examples of narration, of dramatic speech, of thoughts and

feelings given poetic form. Weekly short papers in which students develop and refine their powers as critics of literature will be assigned.

First semester. Professors Sofield and Senior Lecturer von Schmidt.

16f. The Secret Jesus. Alongside the images of Jesus found in the canonical Gospels arose others that are less well-known today but that were widespread in antiquity: stories about Jesus' parents, about his life as a young boy, stories of his non-death, enigmatic sayings and parables. In this course we will explore these images as found in the apocryphal Gospels and in the gnostic writings, and read closely the cryptic sayings of Jesus. We will also examine the images of Jesus in early Christian art.

First semester. Professor Doran.

17. Pariscape: Imagining Paris in the Twentieth Century. In the hundred years that separate the inaugurations of Eiffel's tower (1889) and that of Pei's pyramidal entrance to the Louvre (1989), Paris has been one of the exemplary sites of our urban sensibility, a city that has indelibly and controversially influenced the twentieth-century imagination. Poets, novelists, and essayists, painters, photographers and film-makers: all have made use of Paris and its cityscape to examine relationships among technology, literature, city planning, art, social organizations, politics, and what we might call the urban will. This course will study how these writers and visual artists have seen Paris, and how, through their representations, they created and challenged the "modernist" world-view.

In order to discover elements of a common memory of Paris, we will study writers (Proust, Apollinaire, Breton, Stein, Hemingway, and others), philosophers and social commentators, (Simmel, Benjamin, de Certeau), film-makers (Feuillade, Clair, Truffaut, and others), photographers (Atget, Brassai), painters (Picasso, Chagall, Delaunay, Matisse, and others), and architects (Piano and Pei). Finally, we will look at how such factors as tourism, print media, public works, immigration and suburban development affect a city's simultaneous and frequently uncomfortable identity as both an imaginative and a geopolitical site.

First semester. Professor Rosbottom.

18f. Writers and the Writing Life. What does it mean to be a writer, not in terms of fame, money, or talk-show appearances, but in the real life of writing? What is involved in the daily task of wrestling with words? How do writers face the blank page? Why do they do it? This course will consider these and other questions not only by reading what writers say about writing, but also by creating our own writing lives through journals, exercises, interviews and short essays. We will talk of many things: discipline, failure, influences, humor, hauntings by familiar ghosts, family and ethnicity, language and the complex interplay between "real life" and "the imagination." Texts will include Anne Lamott, *Bird by Bird*; *Who's Writing This?* ed. Daniel Halpern; *The Practice of Poetry*, ed. Behn and Twichell; *Inventing the Truth*, ed William Zinsser; Annie Dillard, *The Writing Life*; Philip Lopate, *The Art of the Personal Essay*; Anne Frank, *The Diary of a Young Girl*; and essays and/or poems by James Baldwin, Joseph Brodsky, Adrienne Rich, Elizabeth Bishop, Shirley Abbott, Dorothy Allison, M.F.K. Fisher, Madeleine Blais, and others. There will be class visits by real live writers from the Five-College area.

First semester. Lecturer Snively.

19. Storytelling. The telling of stories historic, folkloric, mythic, personal, fictional will be the organizing theme of this seminar. Using examples from Homer to Spalding Gray, from the Brothers Grimm to Salman Rushdie, students will read stories, write stories, and perform the telling of stories. They will trace the

persistence of stories in their cross-cultural transformations, and will examine the varieties of uses a particular story may suggest. For instance, the story of Sisyphus' fate is used by Camus to illustrate the paradox of existential freedom and is the source of Laurel and Hardy's short film, *The Piano Movers*. The seminar will frame the storytelling experience with readings from Walter Benjamin, Joseph Campbell, and Victor Turner, among others.

First semester. Resident Artist Lobdell.

AMERICAN STUDIES

Professors Clark, Couvares, Dizard, Guttmann, Hawkins, and Levin; Associate Professors Sánchez-Eppler (Chair), Sandweiss, and K. Sweeney*; Assistant Professors Ferguson and Weyland.

The core premise of American Studies is disarmingly simple: no discipline or perspective can satisfactorily encompass the diversity and variation that have marked American society and culture from the very beginning. This premise invites majors to craft their own distinctive way of coming to terms with America. Some will favor sociological, historical or economic interpretations; others will be drawn to literary or visual modes of interpretation. However individual majors fashion their courses of study, each major engages with one or more of the department's faculty in an ongoing discussion of what is entailed in the study of American society. This discussion culminates in the choice of a topic for the senior essay. The topic may emerge organically from the courses a major has selected or it may arise out of a passionate engagement with a work of fiction, a curiosity about a historical event, or a desire to understand the persistence of a social problem. Whatever the substantive focus, the senior essay affords majors the opportunity to reflect on what they have learned, refine their analytic and expository skills, and put all this to the test of making sense of some aspect of American society and culture.

The diversity of course selections available to majors ensures that they gain a heightened awareness of the history and present state of the peoples and social forces which constitute American society. Race, class, ethnicity and gender figure centrally in our courses, whether they are treated historically, sociologically or aesthetically. Majoring in American Studies offers students great latitude as well as the opportunity to work closely with a faculty advisor in the senior year on a specific topic.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: American Studies 11, 12, 68, 77, and 78 are required of all majors. Ideally, majors take these courses in order, but study abroad or other contingencies may make this impossible in individual cases.

Students also take seven other courses about American society and culture. At least three of these courses should be in one department or concentrated on a single theme. At least three of the seven courses should be devoted largely to the study of a period before the twentieth century. Since the topics of American Studies 12 change frequently, majors may take American Studies 12 twice, using the second American Studies 12 as one of the seven electives and/or one of the courses concentrated on America before the twentieth century.

*On leave 1999-00.

Advising: In response to the range of the majors' individual preferences and interest, departmental advisors are available for regular consultation. The advisor's primary function is to aid the student in the definition and achievement of his or her own educational goals.

Departmental Honors Program. All majors must complete the requirements outlined above. Recommendations for Departmental Distinction or High Distinction are made on the basis of the senior essay produced during the independent work of the senior year.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that fulfillment of the course requirements, combined with the writing of a senior essay, provides adequate grounds for a fair assessment of a major's achievement.

11. The One and the Many: An Introduction to American Studies. America has often been defined as a nation of nations, a country formed by diverse peoples of different ethnic, cultural and racial backgrounds. This course asks the question whether and how these peoples have forged a cohesive national identity. We will explore issues of immigration, citizenship, cultural nationalism and efforts at Americanization from colonial times to the present, with a special emphasis on the period from 1880 to 1924. Topics to be considered will range from Cherokee Removal in the 1830s to Japanese internment camps in the 1940s, from early twentieth-century social work projects to contemporary debates over affirmative action, from the Statue of Liberty to minstrelsy and salsa. Materials to be examined include memoirs, novels, legal documents, government policies, films and other artifacts of popular culture.

First semester. The Department.

12. The Embodied Self. Since everyone has a body, every society must have attitudes towards the body and institutions that pattern its behavior. With respect to the body, American society might plausibly be characterized as one that has evolved from seventeenth-century asceticism to twentieth-century hedonism. We will explore a number of topics, including, attitudes towards work, sexuality and reproduction, sports, dance, fashion, body image and aesthetic ideals, and what social psychologists refer to as the "physical attractiveness phenomenon."

Not open to students who took American Studies 68 between 1997 and 1999.
Second semester. The Department.

68. Seminar in American Civilization. California, remarked the writer Wallace Stegner, is America "only more so." In this class, we will explore the different disciplines that make up the field of American Studies by focusing on the shifting historical, cultural, and political terrain of the nation's most populous state. While charting California's transformation from an outpost on the Spanish frontier to a vibrant part of America's Pacific Rim, we will also talk about how scholars "practice" American Studies. Our case studies will address a range of topics including the evolving interpretations of California's Indian missions, the invention of a romantic Hispanic past, the shifting representations of the state's rural farm workers, the problems of the region's great cities, the tensions between environmentalism and urban growth, and the development of Hollywood as a central force in contemporary American culture. Particular attention will be given to how we can interrogate primary source materials—ranging from historical documents to fiction, paintings to films—to understand these issues. From time to time, we will meet with other members of the department to learn more about how faculty members based in the disciplines of English, Fine Arts, History and Sociology might use and interrogate these primary source materials in

their own work. The latter half of the course will be devoted to individual research projects, seminar presentations and the preparation of a term paper.

Second semester. Professor Sandweiss.

77, 78. Senior Departmental Honors.

97, 98. Special Topics.

RELATED COURSES

Colonial North America. See History 8f.

First semester. Professor Saxton.

Nineteenth-Century America. See History 9.

First semester. Professor Couvares.

Twentieth-Century America. See History 10.

Second semester. Professor Hawkins.

The Material Culture of American Homes. See History 37.

First semester. Omitted 1999-00. Professor Sweeney.

The Era of the American Revolution. See History 38.

Second semester. Omitted 1999-00. Professor Sweeney.

Native American Histories. See History 39.

First semester. Omitted 1999-00. Professor Sweeney.

The American Southwest. See History 40.

Second semester. Professor Sandweiss and Professor Swedlund of the University of Massachusetts.

The Civil War and Reconstruction Era. See History 43 (also Black Studies 59).

First semester. Professor Blight.

The Old South, 1607-1876. See History 44.

Second semester. Professor Saxton.

Women's History, America: 1607-1865. See History 45 (also Women's and Gender Studies 63).

First semester. Omitted 1999-00. Professor Saxton.

Women's History, America: 1865-1997. See History 46 (also Women's and Gender Studies 64).

Second semester. Omitted 1999-00. Professor Saxton.

Women and Politics in Twentieth-Century America. See History 47 (also Women's and Gender Studies 67).

First semester. Professor Saxton.

Church, Family and Culture in Nineteenth-Century America. See History 48 (also Women's and Gender Studies 66).

Second semester. Omitted 1999-00. Professor Saxton.

American Diplomatic History I. See History 49s.

Second semester. Omitted 1999-00. Professor Levin.

American Diplomatic History II. See History 50.

Second semester. Professor Levin.

American Diplomatic History III. See History 51s.

Second semester. Omitted 1999-00. Professor Levin.

Science and Society in Modern America. See History 68.

Second semester. Professor Servos.

Seminar on the Social and Cultural History of New England. See History 81.

First semester. Omitted 1999-00. Professor Sweeney.

Seminar on Race and Reunion: The Memory of the Civil War. See History 82
(also Black Studies 84).

Second semester. Professor Blight.

Seminar in American Social and Intellectual History. See History 83.

First semester. Professor Hawkins.

Seminar in U.S. Cultural History. See History 84.

Second semester. Professor Couvares.

Seminar in Western American History. See History 85.

First semester. Professor Sandweiss.

Slavery and Serfdom: The United States and Russia in Comparative Perspective.

See History 95 (also Black Studies 55).

First semester. Professors Blight and Czap.

The Literature of the Vietnam War. See English 52.

Second semester. Professor Ellis of Mount Holyoke College.

Four African American Poets. See English 56.

Second semester. Omitted 1999-00. Professor Rushing.

American Writers I. See English 60f.

First semester. Omitted 1999-00. Professors Peterson and Townsend.

American Writers II. See English 60.

Second semester. Professors O'Connell and Sánchez-Eppler.

Studies in American Literature. See English 61.

First semester. Omitted 1999-00.

Studies in Nineteenth-Century American Literature. See English 62f.

Topic 1: AMERICAN LITERATURE IN THE AGE OF DEMOCRATIC CULTURE.

First semester. Professor O'Connell.

Topic 2: WRITING AND REFORM.

First semester. Professor Sánchez-Eppler.

Literature of the Civil Rights Movement. See English 67s.

Second semester. Omitted 1999-00. Professor Townsend.

Jewish Writers in America. See English 68.

Second semester. Omitted 1999-00. Professor Guttmann.

American Men's Lives. English 69s to be offered at Mount Holyoke College in 1999-00.

Second semester. Professor Townsend.

Contemporary American Culture: Beginnings. See English 71.

First semester. Omitted 1999-00. Professor O'Connell.

"This New Yet Unapproachable America": A Survey of Asian American Writing.
See English 73.

First semester. Professor O'Connell.

Performance of African American Literature. See English 74f.

First semester. Omitted 1999-00.

African American Oral Traditions. See English 75s, section 3.

Second semester. Professor Rushing.

Studies in Classic American Film. See English 80.

Second semester. Omitted 1999-00. Professor Cameron.

Film Noir and the Art of Hollywood Film. See English 81s.

Second semester. Omitted 1999-00. Professor Cody.

American Art and Architecture, 1600 to Present. See Fine Arts 54f.

First semester. Professor Vendryes.

American Painting 1860-1940. See Fine Arts 57s.

Second semester. Professor Clark.

American Theater: The Golden Age. See Theater and Dance 26.

Second semester. Professor Birtwistle.

Contemporary American Drama. See Theater and Dance 28f.

First semester. Professor Congdon.

The Family. See Sociology 21.

First semester. Professor Dizard.

State and Society. See Sociology 24f.

First semester. Professor Himmelstein.

Social Movements. See Sociology 32.

Second semester. Omitted 1999-00. Professor Himmelstein.

Social Class. See Sociology 34.

Second semester. Professor Lembo.

Hispanics in the United States. See Sociology 35.

First semester. Professor Weyland.

The American Right. See Sociology 41s.

Second semester. Professor Himmelstein.

Sport and Society. See Sociology 44.

Second semester. Professor Guttmann.

The Social Experience in Mass Culture. See Sociology 48.

Second semester. Professor Lembo.

Black American Photographers. See Black Studies 21.

First semester. Professor Vendryes.

Short Stories from the Black World. See Black Studies 23s.

Second semester. Professor Rushing.

Representations of Black Women in Black Literature. See Black Studies 24f.

First semester. Omitted 1999-00. Professor Rushing.

African-American Autobiographies: A Survey. See Black Studies 26f (also English 70f).

First semester. Omitted 1999-00. Professor Rushing.

Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies. See Black Studies 27s.

Second semester. Omitted 1999-00. Professor Rushing.

Introduction to African-American Music and Musicians. See Black Studies 50.
Second semester. Omitted 1999-00.

African-American History from the Slave Trade to Reconstruction. See Black Studies 57s (also History 41s).

Second semester. Professor Blight.

African-American History from Reconstruction to the Present. See Black Studies 58 (also History 42).

Second semester. Omitted 1999-00. Professor Blight.

Seminar: Mongrel America. See Black Studies 60f (also History 32f).

First semester. Omitted 1999-00. Professor Ferguson.

Harlem Renaissance: Transnational, Trans-regional, and Cross-racial Journeys. See Black Studies 61.

First semester. Professor Ferguson.

African-American Literature I: A Survey. See Black Studies 65 (also English 65).
First semester. Omitted 1999-00.

African-American Literature II: A Survey. See Black Studies 66 (also English 66).
Second semester. Professor Ferguson.

Seminar in Black Studies: Remembering Africa: Cultural and Aesthetic Retentions in the Diaspora. See Black Studies 68.

Second semester. Professor Vendryes.

Industrial Organization. See Economics 24f.

First semester. Professor Takeyama.

The Economic History of the United States. See Economics 28f.

First semester. Omitted 1999-00. Professor Barbezat.

Current Issues in the United States' Economy. See Economics 30.

Second semester. Professor Barbezat.

The Social Organization of Law. See Law, Jurisprudence and Social Thought 18f (also Political Science 18f).

First semester. Professor Sarat.

Rights and Wrongs. See Law, Jurisprudence and Social Thought 22f.

First semester. Omitted 1999-00. Professor Kearns.

Legal Institutions and Democratic Practice. See Law, Jurisprudence and Social Thought 23.

First semester. Professor Douglas.

Law and Social Relations: Persons, Identities and Groups. See Law, Jurisprudence and Social Thought 28f.

First semester. Omitted 1999-00. Professor Umphrey.

The Rhetoric of Law: Proof and Persuasion in the Legal Process. See Law, Jurisprudence and Social Thought 30.

Second semester. Omitted 1999-00. Professor Sarat.

Race, Place, and the Law. See Law, Jurisprudence and Social Thought 33s.
 Second semester. Omitted 1999-00. Lecturer Delaney.

Accusation and Confession. See Law, Jurisprudence and Social Thought 36.
 Second semester. Professor Douglas.

Artistic Representation and Legal Regulation. See Law, Jurisprudence and Social Thought 38.

Second semester. Omitted 1999-00. Professor Douglas.

Law's History. See Law, Jurisprudence and Social Thought 43.
 First semester. Professors Umphrey and Hussain.

The Civil Rights Movement: From Moral Commitment to Legal Change. See Law, Jurisprudence and Social Thought 44f.

First semester. Lecturer Delaney.

American Government. See Political Science 21s.
 Second semester. Professor Dumm.

Political Obligations. See Political Science 23s.
 Second semester. Omitted 1999-00. Professor Arkes.

The American Presidency. See Political Science 33s.
 Second semester. Omitted 1999-00. Professor Dumm.

Re-Imagining Law: Feminist Interpretations. See Political Science 39s (also Law, Jurisprudence and Social Thought 39s).

Second semester. Professor Bumiller.

The American Constitution I: The Structure of Rights. See Political Science 41.
 First semester. Omitted 1999-00. Professor Arkes.

The American Constitution II: Federalism, Privacy and "Equal Protection of the Laws." See Political Science 42.

Second semester. Omitted 1999-00. Professor Arkes.

American Political Culture. See Political Science 63s.
 Second semester. Professor Dumm.

Studies in Statesmanship: Abraham Lincoln. See Political Science 67.
 First semester. Omitted 1999-00. Professor Arkes.

Foreign Policy Seminar. See Colloquium 18.
 Second semester. Omitted 1999-00. Professors Machala and Levin.

Text and Disciplines: Fiction as History. See Women's and Gender Studies 24.
 Second semester. Professors Barale and Saxton.

Representing Domestic Violence. See Women's and Gender Studies 53 (also Political Science 53).

First semester. Omitted 1999-00. Professors Bumiller and Sánchez-Eppler.

ANTHROPOLOGY AND SOCIOLOGY

Professors Babb, Dizard, Gewertz‡, Goheen, and Himmelstein; Associate Professor Lembo (Chair); Assistant Professor Weyland.

‡On leave second semester 1999-00.

The Anthropology and Sociology program is designed to familiarize students with the systematic analysis of culture and social life. While anthropology has tended to focus on preindustrial peoples and sociology has tended to focus on industrial societies, both disciplines share a common theoretical and epistemological history such that insights garnered from one are relevant to the other. The differences in subject matter form a creative tension rather than a distracting divergence.

Major Program. Students will major in either Anthropology or Sociology (though a combined major is, under special circumstances, possible). Anthropology majors will normally take (though not necessarily in this order) Anthropology 11 or 32 and Anthropology 12 and 23. As well, they must take at least one of the following Sociology courses: Sociology 11, 15, or 16. In addition, majors will take at least four additional anthropology courses. Candidates for degrees with Departmental Honors will take Anthropology 77 and 78 in addition to the other major requirements.

Sociology majors will normally take Sociology 11, 15 and 16 and at least one of the following anthropology courses: Anthropology 11, 12, or 23. In addition to these four required courses, majors will also select four courses, including at least one course that focuses on social structure (courses numbered in the 20s) and one that focuses on social processes (courses numbered in the 30s). Candidates for degrees with Departmental Honors will include Sociology 77 and 78 in addition to the other major requirements.

Majors fulfill the department's comprehensive examination requirement by getting a grade of B or better in the relevant theory course (Sociology 15 or Anthropology 23). Those who fail to do so will write a paper on a topic in theory set by the Department.

Anthropology

11. The Evolution of Culture. An analysis of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archaeology and the prehistoric record.

First semester. Professor Goheen.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Babb.

21. Indian Civilization: Traditional India. A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional family, and the principles of caste. Special attention will be given to folk religion.

First semester. Professor Babb.

23. History of Anthropological Thought. An examination of the development of the anthropological tradition from the early nineteenth century to the present. Readings will be drawn from the works of key figures in the development of American, British and French anthropology.

Not open to first-year students. First semester. Professor Gewertz.

26. African Cultures and Societies. This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Second semester. Omitted 1999-00. Professor Goheen.

31s. Anthropological Approaches to the Study of Religion. A survey of anthropological theory and method relating to the study of systems of religious belief and practice. Readings will be drawn from several theoretical traditions, and will include older classic works as well as more recent writings.

Not open to first-year students. Second semester. Omitted 1999-00. Professor Babb.

32. Topics in Contemporary Anthropology. This seminar will concern the fundamental relationship in the discipline of anthropology between ethnographic data and social theory. Students will read contemporary works of social theory based primarily on research in Melanesia in order to examine how anthropologists generalize about social processes from the information they collect in the field and how these generalizations come in turn to affect the collection of field data.

Limited to 20 students. Second semester. Omitted 1999-00. Professor Gewertz.

35. Gender: An Anthropological Perspective. This seminar provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Limited to 25 students. First semester. Professor Gewertz.

37. Health And Disease: Biocultural Perspectives. This seminar explores the interaction between cultural patterns and physiological processes in the human experience of health and disease. It will also examine the utility of a cultural perspective on biomedical categories and methods of investigation.

Limited to 25 students. First semester. Omitted 1999-00.

39. The Anthropology of Food. Because food is necessary to sustain biological life, its production and provision occupy humans everywhere. Due to this essential importance, food also operates to create and symbolize collective life. This seminar will examine the social and cultural significance of food. Topics to be discussed include: the evolution of human food systems, the social and cultural relationships between food production and human reproduction, the development of women's association with the domestic sphere, the meaning and experience of eating disorders, and the connection between ethnic cuisines, nationalist movements and social classes.

Limited to 25 students. First semester. Omitted 1999-00. Professor Gewertz.

42. The Crisis of the State in Africa. The European nation-state has been used as a model for the post-colonial state in Africa. But the historical and cultural development of African society has differed markedly from that of the West. This course will examine in detail state systems in Africa. Topics will include theories on the formation of states, the nature of political behavior, and the dynamics of coercion, consent, legitimacy and power in non-Western and colonial cultures. Histories of precolonial African societies, the colonial states, and independent African polities will be read in conjunction with the

anthropological works to incorporate insights from both. Various case studies taken from West, Central and Southern Africa will be emphasized. Offered in alternate years.

Requisite: A prior course pertaining to Africa and consent of the instructors. Limited to 20 students. Second semester. Professors Goheen and Redding.

43s. Economic Anthropology and Social Theory. This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such "economic facts" as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

Second semester. Professor Goheen.

45s. Medical Anthropology. This course covers major topics in medical anthropology, including biocultural analyses of health and disease, the social patterning of disease, cultural critiques of biomedicine, and non-Western systems of healing. Case studies will be presented about specific diseases and therapeutic systems.

Requisite: One anthropology course or consent of the instructor. Second semester. Omitted 1999-00.

46. African Systems of Belief and Knowledge in Historical Perspective. This course will study the demarcations and contrasts made between magic, science and religion by various theorists (such as Tylor and Frazer, Durkheim and Levy-Bruhl, Mauss, Evans-Pritchard, Levi-Strauss, Horton and others) as applied to indigenous African concepts of power and belief. African notions of cause and effect, the proper relationship of the individual to society, and the religious and magical foundations of social structures will be examined.

Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to 20 students. Second semester. Omitted 1999-00. Professors Goheen and Redding.

77, 78. Senior Departmental Honors.

97, H97, 98, H98. Special Topics. Independent Reading Courses. Full or half course.

First and second semesters. The Department.

RELATED COURSES

Perspectives on Asia: The Good, the Bad, and the Ugly. See Asian 11s.
Second semester. Professors Dennerline and Elias.

Language: Its Structure and Use. See Asian 34.
Second semester. Omitted 1999-00. Professor Tawa.

The Evolutionary Biology of Human Social Behavior. See Biology 14f.
First semester. Omitted 1999-00. Professor Zimmerman.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.
Second semester. Omitted 1999-00. Professor Abiodun.

The American Southwest. See History 40.

Second semester. Professor Sandweiss of Amherst College and Professor Swedlund of the University of Massachusetts.

Sociology

11. Self and Society: An Introduction to Sociology. Sociology is built on the premise that human beings are crucially shaped by the associations each person has with others. These associations range from small, intimate groups like the family to vast, impersonal groupings like a metropolis. In this course we will follow the major implications of this way of understanding humans and their behavior. The topics we will explore include: how group expectations shape individual behavior; how variations in the size, structure, and cohesion of groups help account for differences in individual behavior as well as differences in the patterns of interaction between groups; how groups, including societies as a whole, reproduce themselves; and why societies change. As a supplement to readings and lectures, students will be able to use original social survey data to explore first-hand some of the research techniques sociologists commonly use to explore the dynamics of social life.

First semester. Professor Lembo.

15. Foundations of Sociological Theory. Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."

First semester. Professor Himmelstein.

16. Social Research. This course introduces students to the range of methods with which sociologists and anthropologists work as they endeavor to create systematic understandings of social action. The strengths and weaknesses of these methods will be explored. Students will be expected to carry out a small scale research project or work with data already available from survey and census materials. Emphasis will be more on general procedures and epistemological issues than on narrowly defined techniques and statistical proofs.

Requisite: Sociology 11 or Anthropology 11 or 12. Second semester. Professor Dizard.

18. The Development of Sociological Theory. This course examines some of the basic schools of sociological theory and how they have developed in critical relation to each other and to the classics of sociology. It includes those theories that have been around American sociology for so long that they seem established and indigenous (structural-functionalism, conflict theory, exchange theory, interactionism) and those that are new enough to seem critical and insurgent (Marxism and critical theory, feminist theory, post-structuralism).

Second semester. Professor Himmelstein.

21. The Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms

different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

First semester. Professor Dizard.

24f. State and Society. This course examines the nature of power, authority, and the modern state. It looks at statemaking as a process and the modern state as a problematic entity. It also examines some of the major issues inherent in the very existence of the modern state. These include several of the following: the conditions that promote democracy; the nature of the welfare state; the complicated relationship between state, nation, and ethnicity; and/or the significance of cultural issues (and culture wars) in contemporary politics.

First semester. Professor Himmelstein.

26f. The Postmodern Condition. The postmodern condition may be understood as a distinctive form of social organization that is emerging from interrelated changes in political economy, technology, social structure, and cultural practice. This course will begin by examining a number of perspectives on the transition from modernity, paying particular attention to the ways that social, political, economic, and cultural dimensions of this tradition have been theorized in scholarly accounts. In treating the rise of the post-modern condition from a sociological perspective, the role of the mass media and consumer society will be emphasized. The course will also focus on the deconstruction and reconstruction of identity and a sense of place in a broad range of cultural practices and representational forms. This will involve a consideration of the meanings and uses of ideas of "difference" and "otherness" and of the existence and parameters of social and cultural "borderlands." The postmodern condition is understood to involve both a reactive search for stable identities and coherent cultural practices as well as new formations of identity and cultural practice within a heterogeneous, fragmented, and unstable social order.

Admission with consent of the instructor. Limited to 20 students. First semester. Professor Lembo.

32. Social Movements. Under what conditions do individuals give their energy, time, resources, and even lives to collective efforts to effect social change? This is the central question of the sociology of social movements and collective behavior. We shall explore this question (and the more fundamental ones about social order underlying it) by first examining the most important theories on the topic and the debates that occur within and among them. We shall then apply these theories to feminist and anti-feminist movements in the United States and to women's movements around the world.

Second semester. Omitted 1999-00. Professor Himmelstein.

33. Social Construction of the Self. This course brings together the perspectives of psychoanalysis, symbolic interactionism, developmental social psychology, as well as a variety of accounts in sociology, literature, and popular culture, to explore how a sense of self and identity develop in social life. Although the focus is on Western culture and traditions, we will be examining documentation provided by cross-cultural accounts in order to contextualize and problematize the truth claims of Western notions of identity construction and self-formation.

First semester. Omitted 1999-00. Professor Lembo.

34. Social Class. This course will consider various ways that class matters in the United States. Historical accounts will be used in conjunction with sociological theories to discuss the formation of classes, including the formation of discourses and myths of class, in American society. Class will then serve as a lens to examine the origins and characteristics of social stratification and inequality in the U.S. The bulk of the course will focus on more contemporary issues of class formation, class structure, class relations, and class culture, paying particular attention to how social class is actually lived out in American culture. Emphasis will be placed on the role class plays in the formation of identity and the ways class cultures give coherence to daily life. In this regard, the following will figure importantly in the course: the formation of upper class culture and the role it plays in the reproduction of power and privilege; the formation of working class culture and the role it plays in leading people to both accept and challenge class power and privilege; the formation of the professional middle class and the importance that status anxiety carries for those who compose it. Wherever possible, attention will be paid to the intersection of class relations and practices with those of other social characteristics, such as race, gender and ethnicity. The course will use sociological and anthropological studies, literature, autobiographies, and films, among other kinds of accounts, to discuss these issues.

Limited to 30 students. Second semester. Professor Lembo.

35. Hispanics in the United States. This course will explore the experiences of the many Latino groups (Mexican, Puerto Rican, Dominican, Cuban, Salvadoran, etc.) in the United States and their impact on the politics, popular culture, literature and the arts of the United States. Through the study of ethnographic accounts, visual documentaries, novels and short stories, we will explore such themes as identity formation, community structures, assimilation and hybridity.

First semester. Professor Weyland.

36. Ethnicity and (Trans)nationalism in a Globalizing Age. Human agency as well as political, historical, and economic conditions have played a pivotal role in the formation of nations and migrant communities abroad. In this course we will study the social configuration of different migrant communities in the United States—Latino, Afro-Caribbean, and Asian American—and the ties between these communities and their homelands. These cultural, political, and economic ties have given new meaning to the concept of *nation*. We will explore existing theories of globalization and assimilation from cultural and economic perspectives; the role of new classes generated by capitalism; and such issues as ethnic mobilization, ethnic solidarity and the interplay of geo-cultures, ethno-histories and ethnic nationalism.

Second semester. Professor Weyland.

39s. Sociology of Conflict and Conflict Resolution. In this course we will explore the structural and social psychological origins of conflict, attentive especially to discovering those factors that seem to propel conflict toward violent confrontations. By examining a wide range of conflicts, from interpersonal discord to racial antagonisms and class conflicts to conflicts between nation-states, we will review a variety of theoretical approaches and perspectives. In addition to analyses of conflict, we shall also examine the growing literature on conflict resolution in an attempt to understand the mechanisms that might be useful for averting conflict and reducing tensions between hostile parties.

Requisite: Sociology 11 or 15; or Anthropology 11 or 12 or 23; or consent of the instructor. Second semester. Professor Dizard.

41s. The American Right. Since the election of Ronald Reagan in 1980, the Right has been a dominant force in American politics. This course examines the American Right with the focus changing from year to year. For spring 2000, we shall look at the so-called Far Right, including militias, Christian Patriot groups, skinheads, Klan and neo-Nazi groups. We shall pay particular attention to how these conspiracy-minded, sometimes apocalyptic groups have dealt with the beginning of the new millennium and the Y2K problem. We shall also compare them to Far Right groups in other western countries.

Second semester. Professor Himmelstein.

42. Visual Discourses and Cultures. Through the different uses and meanings of photographic and video-taped images, we will explore how individuals and social groups reveal and frame their culturally diverse experiences. We will also examine how social scientists address these issues when conducting empirical research. In this course, we will question dominant visual discourses and existing power relations in different societies and at different historical moments. Ideas pertaining to identity politics, the body politic, and ethnocentric views of the other will be considered as they emerge in the works of the anthropologists, cultural critics, documentary photographers, and artists that we study.

Limited to 25 students. Second semester. Professor Weyland.

44. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contest, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings per week.

Second semester. Professor Guttmann.

48. The Social Experience of Mass Culture. This course focuses on processes of meaning-making and cultural formation that occur in a consumer society. Central to this is an understanding of the role that the mass media and, increasingly, new information technologies play in structuring the processes of meaning-making and cultural formation with which people are engaged. We will first review theories that identify powerful influences of the media, technology, and consumer society in shaping a person's sense of self and identity, and in determining broader patterns of social life and cultural practice. Then we will focus on research that explores contexts in which individuals and groups come into contact with consumer society, empirically grounding our ideas about self-understandings and cultural forms that emerge from consumer society. Emphasis will be placed on understanding the specific conditions in which media imagery has the power to shape a participant's sense of self and common sense understandings of the social world; the forms of power that are most influential; the conditions in which that power is deflected, opposed, and transformed, both by individuals and groups; and the ways in which new capabilities of self and forms of cultural practice emerge in participants' handling of media, technology, and the goods of consumer society in everyday life.

Admission with consent of the instructor. Limited to 15 students. Second semester. Professor Lembo.

77, 78. Senior Departmental Honors.

97, H97. 98, H98. Special Topics.

ASIAN LANGUAGES AND CIVILIZATIONS

Professors Babb, Dennerline, R. Moore‡, and Reck; Associate Professor Tawa (Chair); Assistant Professors Brandt and Caddeau; Senior Lecturer Lan; Lecturers Miyama and Yamamura; Adjunct Lecturers Shen and Teng.

Affiliated Faculty: Professors Basu and Morse; Associate Professors Elias and Gyatso; Director of the Five College Arabic Program El-Hibri.

Asian Languages and Civilizations is an interdisciplinary exploration of the histories and cultures of the peoples of Asia. Through a systematic study of the languages, societies, and cultures of the major civilizations that stretch from the Arab World to Japan, we hope to expand knowledge and challenge presuppositions about this large and vital part of the world. The purpose is to encourage in-depth study as well as to provide guidance for a general inquiry into the problem of cultural difference and its social and political implications, both within Asia and between Asia and the West.

Major Program. The major program in Asian Languages and Civilizations is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one area. As language study or use is an essential part of the major, language defines the area of concentration.

Requirements. All majors are required to take a minimum of nine courses, exclusive of first-year language courses, and including Perspectives on Asia (Asian 11), normally taken in the first or second year, Senior Departmental Honors (Asian 77), and three of four civilizations courses (West Asia, India, China, and Japan) or their equivalents. The following courses may be applied to the Civilizations requirement: West Asia—History 19, Religion 17s; India—Anthropology 21; China—History 15; Japan—Fine Arts 63s, History 17, Japanese 25. In addition, each student will show a certain minimum level of competence in one language, either by completing the second year of that language at Amherst or by demonstrating equivalent competence in a manner approved by the department. For graduation with a major in Asian Languages and Civilizations, a student must have a minimum B– grade average for language courses taken within his or her area of concentration. Students taking their required language courses elsewhere, or wishing to meet the language requirement by other means, may be required, at the discretion of the department, to pass a proficiency examination. No pass-fail option is allowed for any courses required for the departmental major.

Area Concentration. When declaring the major, each student will plan a concentration in consultation with a member of the department. The concentration will include a language, the appropriate civilization course, and at least two additional non-language courses dealing entirely or substantially with the chosen area or country of concentration. Students planning to work in particular disciplines within the major are encouraged to enroll in relevant courses in the disciplines as well. In addition to these courses, each major will enroll in Senior Departmental Honors (Asian 77), selecting a topic for further concentration. Students who wish to be candidates for Departmental Honors must submit a thesis proposal to the Department for its approval and, in addition to the required area concentration courses, enroll in Asian 78.

‡On leave second semester 1999-00.

Comprehensive Examination. Completion of Asian 77, which includes an essay or examination on a general topic in Asian studies, will fulfill the comprehensive evaluation requirement for majors.

Study Abroad. The Department supports a program of study in Asia during the junior year as means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Languages and Civilizations majors are therefore encouraged to spend at least one semester abroad during the junior year pursuing a plan of study which has the approval of the Department. Students concentrating on Japan should apply to Amherst College's Associated Kyoto Program (AKP) at Doshisha University in Kyoto or other approved programs. Similar arrangements can be made in consultation with members of the Department for students who wish to study in China, India, Korea, or Egypt.

Courses. Courses listed under the various subheadings below, including "Related Courses," may be applied to meet the requirements of the major. Listed courses that deal exclusively with the area of concentration or include substantial material from that area may be counted toward the area concentration. To request that any other course meet a requirement, the student must petition the department in a timely fashion.

Asian

11s. Perspectives on Asia. A multi-disciplinary, cross-cultural course focusing on a different set of issues each year. This year the course will focus on Asian cosmologies. The course will explore cultural constructions of space and time in three Asian civilizations: India, China, and Japan. Topics to be addressed include images of the cosmos as embodied in mythology, theology, architecture, traditional geographies and histories, popular religion, and modern religious movements.

Second semester. Professors Babb and Caddeau.

12. Introduction to the Literature of East Asia. A survey of major texts from China, Korea, and Japan from the classical to the contemporary. This course will examine the themes of love and familial relations as depicted in important religious, philosophical, historical, and literary works. Readings and discussion in English. Frequent writing.

Second semester. Professor Caddeau.

34. Language: Its Structure and Use. An introduction to the nature of human language and the methods of modern linguistics. Both formal and interdisciplinary aspects of linguistics will be studied. The formal portion of the course will consider the structure of human languages from the perspectives of phonology, morphology, syntax, and semantics. The interdisciplinary approach to language will emphasize language variation, use, and the relation between language and cognition.

Second semester. Omitted 1999-00. Professor Tawa.

77. Senior Departmental Honors.

Required of all Senior majors. First semester. Members of the Department.

78. Senior Departmental Honors.

A continuation of Asian 77, culminating in a substantial piece of writing which may be presented to the Department for a degree with honors. Open to senior majors with consent of the Department. Students intending to take this course should submit a proposal to the committee at the beginning of the fall

semester, after consultation with their tutors in Asian 77. Enrollment is contingent upon the acceptance of a partial draft by a committee of three readers, which will evaluate the thesis and make recommendations for honors.

Second semester.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. Members of the Department.

Arabic

First- and second-year Arabic are offered as part of the Five College Near Eastern Studies Program. When omitted at Amherst, these courses are offered at the University of Massachusetts and one of the other college campuses. Third-year Arabic courses are offered at the University of Massachusetts as Arabic 326 and 426. Advanced Arabic courses are taught by special arrangement with faculty members in the department. For more information contact Professor El-Hibri, Director of the Five College Arabic Program. See also Five College Courses by Five College Faculty in this Catalog.

1. First-Year Arabic I. This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs, and on how to use an Arabic dictionary.

First semester. Omitted at Amherst College 1999-00. Professor El-Hibri.

2. First-Year Arabic II. A continuation of Arabic 1.

Requisite: Arabic 1 or equivalent. Second semester. Omitted at Amherst College 1999-00. Professor El-Hibri.

3. Second-Year Arabic I. This course expands the scope of the communicative approach, as new grammatical points are introduced (irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is placed on reading and writing short passages and personal notes. This second-year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.) and making substantial use of the language.

Requisite: Arabic 2 or equivalent. First semester. Omitted 1999-00. (To be offered at the University of Massachusetts as Arabic 226.)

4. Second-Year Arabic II. Continued conversations at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills.

Requisite: Arabic 3 or equivalent or consent of the instructor. Second semester. Omitted 1999-00. (To be offered at the University of Massachusetts as Arabic 246.)

97, 98. Special Topics. Independent reading course.

First and second semesters. Five College Teachers of Arabic.

Chinese

1. First-Year Chinese I. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Classwork is supplemented by laboratory periods which

include practice with language tapes and video tapes. Students will be divided into two separate classes based on their oral and written ability with the language. Three class meetings and two drill sessions per week, plus individual work in the media center. Two sections will be offered. Section 1 is designed for the "pure beginner" who has never learned Chinese before. Section 2 is designed for the "advanced beginner" who has taken or been exposed to some basic Chinese, either written or spoken or both. A placement test will be given before class starts.

First semester. Senior Lecturer Lan and staff.

2. First-Year Chinese II. A continuation of Chinese 1. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Students will be divided into two separate classes based on their oral and written ability with the language. Three hours of class work per week are supplemented by drill sessions and work in the media center which includes practice with language tapes and video tapes. Two sections will be offered. Section 1 is a continuation of the "pure beginners" from the fall semester. Section 2 is a continuation of the "advanced beginners" from the fall semester.

Requisite: Chinese 1 or equivalent. Second semester. Senior Lecturer Lan and staff.

3. Second-Year Chinese I. This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. Three class hours supplemented by two drill sessions and individual work in the media center.

Requisite: Chinese 2 or equivalent. First semester. Lecturer Shen and staff.

4. Second-Year Chinese II. A continuation of Chinese 3. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. Three class hours supplemented by two drill sessions and work in the media center.

Requisite: Chinese 3 or equivalent. Second semester. Lecturer Shen and staff.

5. Third-Year Chinese I. This course is designed to expose students to more advanced and comprehensive knowledge of Mandarin Chinese, with an emphasis on both linguistic competence and communicative competence. The class will be conducted mostly in Chinese. Three class hours supplemented by individual work in the media center. Three class meetings per week.

Requisite: Chinese 4 or equivalent. First semester. Lecturer Teng.

6. Third-Year Chinese II. A continuation of Chinese 5. Developments of basic four skills will continue to be stressed. Students will be trained to write articles and to read Chinese in both print and hand-written forms. Three class hours supplemented by individual work in the media center. Three class meetings per week.

Requisite: Chinese 5 or equivalent. Second semester. Lecturer Teng.

7. Advanced Chinese: Reading Chinese Prose and Poetry. In addition to the continued development of linguistic skills in reading, writing, and speaking, this course will introduce advanced students of Chinese to poetry, essays, and short stories by major modern Chinese writers and poets, such as Lu Xun, Eileen Chang, Ding Ling, and Xu Zhimo. Additionally, some premodern poets and essayists, such as Li Bo, Du Fu, Li Qingzhao, and Tao Qian, will be read. Two class meetings per week.

Requisite: Chinese 6 or equivalent. First semester. Senior Lecturer Lan.

8. Advanced Chinese: The Art of Translation/Interpretation. Translation/interpretation is, in our new intellectual landscape, viewed as socio-cultural transmission.

It is also an indispensable component in second language acquisition. With an emphasis on the socio-cultural aspects of language and as a continuation of Chinese 7, the course is designed to help the advanced student to master the skill of translating/interpreting from his or her home language into the target language and vice versa, in this case English and Chinese. Students will be trained to appreciate and critique translations by seasoned translators and will be required to complete translation/interpretation assignments, based on English and Chinese materials selected from literary works, political essays and speeches, etc. All assignments, including the final project, will be individualized, according to the students' needs and in consultation with the instructor.

Requisite: Chinese 7 or equivalent. Second semester. Senior Lecturer Lan.

97, 98. Special Topics. Independent reading course.

First and second semesters. Members of the Department.

Japanese

1. First-Year Japanese I. The course will provide an introduction to the basic patterns of modern Japanese. Attention will be given to developing skills of speaking, reading, writing, and listening. All of the kana syllabary and approximately 200 basic kanji will be covered. Three class meetings per week plus two drill sessions and individual work in the media center.

First semester. Professor Tawa and Lecturer Yamamura.

2. First-Year Japanese II. A continuation of Japanese 1. The course will emphasize mastery of patterns and will employ written materials introducing more kanji (additional 300 kanji). Three class meetings per week plus two drill sessions and individual work in the media center.

Requisite: Japanese 1 or equivalent. Second semester. Professor Tawa and Lecturer Yamamura.

3. Second-Year Japanese I. The course will emphasize development of all four skills (listening, speaking, reading, and writing) at a more complex, multi-paragraph level. Two class meetings per week plus three drill sessions and individual work in the media center.

Requisite: Japanese 2 or equivalent. First semester. Lecturer Yamamura.

4. Second-Year Japanese II. A continuation of Japanese 3. Oral practice, reading, and writing. The course will focus on reading authentic Japanese texts. For development of conversational skills, the class will be conducted mostly in Japanese. Two class meetings per week plus three drill sessions and individual work in the media center.

Requisite: Japanese 3 or equivalent. Second semester. Lecturer Yamamura.

5. Third-Year Japanese I. Discussion and writing based on contemporary Japanese readings. Emphasis on developing reading and writing skills. This course provides exposure to more complex grammatical constructions and extensive practice in reading authentic Japanese texts of moderate to great difficulty. The class will be conducted entirely in Japanese. Two class meetings per week plus two or three drill sessions.

Requisite: Japanese 4 or equivalent. First semester. Lecturer Miyama.

6. Third-Year Japanese II. A continuation of Japanese 5. Two class meetings per week plus two or three drill sessions.

Requisite: Japanese 5 or equivalent. Second semester. Lecturer Miyama.

7. Fourth-Year Japanese I. This course is designed for the advanced student of Japanese who wishes to develop a high proficiency in reading authentic material and to develop a better writing style in Japanese. Readings will be selected from novels, scientific articles, expository prose and journalistic writings. The class will be conducted entirely in Japanese. Three class meetings per week plus one or two drill sessions.

Requisite: Japanese 6 or equivalent. First semester. Lecturer Miyama.

8. Fourth-Year Japanese II. A continuation of Japanese 7. Three class meetings per week plus one or two drill sessions.

Requisite: Japanese 7 or equivalent. Second semester. Lecturer Miyama.

15. Advanced Reading and Writing I. Cover-to-cover readings of two or three literary and scholarly books, chosen to examine aspects of Japanese culture. Frequent writing assignments to develop a critical writing skill. Class discussion is in Japanese.

Requisite: Japanese 8 or equivalent. First semester. Professor Tawa.

16. Advanced Reading and Writing II: The Modern Japanese Novel. This course is designed to give students experience reading Japanese literature in the original. The emphasis of the course will be comprehension and analysis of works read through class discussion and presentations. Short writing assignments will be given frequently to develop critical writing skills in Japanese. Readings and discussion in Japanese.

Requisite: Japanese 15 or equivalent. Second semester. Professor Tawa.

25. Literature, Drama, and Religion of Premodern Japan. This course consists of close reading, lecture, and discussion concerning representative works of literature and drama from ancient to premodern Japan. Theoretical analysis of these works will be integrated with readings from the sociology and anthropology of religion as well as material related to the history of religion in Japan. The course aims to study the relationship between religious belief and literary practice with an emphasis on the impact of ritual on the form and content of literary and dramatic works. From this examination, the course seeks a heightened appreciation for the process of literary creation and the influence of religion on the development of Japanese culture. Readings and discussion will be in English.

First semester. Professor Caddeau.

26. Modern Japanese Literature. A survey of major Japanese writers and fictional works from the Meiji period (1868-1912) through the Shôwa period (1926-89). The course begins with an examination of such early modern literary movements as naturalism, classical sylistics (*gabun*), and vernacularism (*gembun itchi*). Readings explore the impact of the West; the influence of anxiety in shaping literary development; literature written in the shadow of the Second World War and the dropping of the atomic bomb on Hiroshima; and concerns of the modern and post-modern generations. Authors covered include Kyôka, Sôseki, Ichiyô, Tanizaki, Ibuse, Kawabata, Dazai, Endô, Mishima, Ôe, Murakami, and Yamada. Readings and discussion in English.

Second semester. Omitted 1999-00. Professor Caddeau.

27. Japanese Film and Literature. A study of Japanese narrative in film and literature from the late nineteenth century to the present. Major themes include the dynamics of realism and fantasy, tension between tradition and modernity, and depictions of anger and beauty. Readings include the works of Akinari, Ôgai, Sôseki, Tanizaki, Ôe, and Yoshimoto.

Films include those directed by Ozu, Mizoguchi, Kurosawa, Honda, Imamura, and Teshigahara. Attendance at weekly film screenings in addition to scheduled class time is expected. Readings and discussion will be in English.

First semester. Professor Caddeau.

97, 98. Special Topics. Independent reading course.

First and second semesters. Members of the Department.

RELATED COURSES

Indian Civilization: Traditional India. See Anthropology 21.

First semester. Professor Babb.

Ways of Seeing: Theoretical Approaches to Non-Western Art. See Colloquium 16.

Second semester. Omitted 1999-00.

Arts of Asia. See Fine Arts 59.

First semester. Professor Morse.

Arts of China. See Fine Arts 60f.

First semester. Professor Morse.

Arts of Japan. See Fine Arts 63s.

Second semester. Omitted 1999-00. Professor Morse.

Later Japanese Art. See Fine Arts 65s.

Second semester. Professor Morse.

Icons. See Fine Arts 92.

Second semester. Professor Morse.

Chinese Civilization in Historical Perspective. See History 15.

First semester. Professor Dennerline.

Modern China. See History 16.

Second semester. Professor Dennerline.

Japanese History to 1600. See History 17.

First semester. Professor Brandt.

Modern Japan. See History 18.

Second semester. Professor Brandt.

The Middle East from 600 to 1300 A.D. See History 19.

First semester. Omitted 1999-00.

The Middle East from 1300 to the Present. See History 20.

Second semester. Professor Wilson of the University of Massachusetts.

Topics in Chinese Civilization. See History 56.

Second semester. Omitted 1999-00. Professor Dennerline.

Topics in Modern China: Chinese Nationalism. See History 57s.

Second semester. Professor Dennerline.

Japan Since 1945. See History 58.

Second semester. Omitted 1999-00. Professor Moore.

Japan and Imperialism in East Asia. See History 59.

First semester. Professor Brandt.

Histories of Consumption: Western Europe, The U.S., Japan. See History 91s.
Second semester. Professor Brandt.

Music of the Whole Earth. See Music 24.
Second semester. Professor Reck.

Seminar in World Music. See Music 25.
First semester. Professor Reck.

Asian and Asian American Women: Myths of Deference, Arts of Resistance.
See Political Science 47. (Also Women's and Gender Studies 47.)
First semester. Professor Basu.

The Islamic Religious Tradition. See Religion 17s.
Second semester. Omitted 1999-00. Professor Elias.

Buddhism in Theory and Practice. See Religion 23s.
Second semester. Professor Gyatso.

Muhammad and the Qur'an. See Religion 24.
Second semester. Professor Elias.

Tibetan Religion. See Religion 25.
First semester. Professor Gyatso.

Buddhist Women and Representations of the Female. See Religion 30 (also
Women's and Gender Studies 19s).

Limited enrollment. Second semester. Omitted 1999-00. Professor Gyatso.

Sufism. See Religion 53.
First semester. Professor Elias.

Islam in the Modern World. See Religion 55.
First semester. Professor Elias.

Women and Islamic Constructions of Gender. See Religion 56 (also Women's
and Gender Studies 56).
Second semester. Professor Elias.

Asian and African Divination: Ways of Knowing, Rituals of Healing. See
Religion 65.

Limited to 30 students. First semester. Omitted 1999-00.

Issues in Buddhist Philosophy. See Religion 72f.
Limited enrollment. First semester. Professor Gyatso.

ASTRONOMY

Professor Greenstein.

Five College Astronomy Department Faculty: Professors Arny, Dennis, Dent,
Edwards, Greenstein, Irvine, Kleinmann, Kwan, Schloerb (Chair), Schneider,
Snell, Van Blerkom, Weinberg, White, and Young; Associate Professors Skrutskie
and Tademaru; Assistant Professors Katz and Lowenthal; Research Professors
Erickson, Predmore, and Weinreb; Research Associate Professor Heyer; Research
Assistant Professors S. Kanbur, Mauskopf, and Stiening; Teaching Fellows
Lovell and Vespenini.

Astronomy was the first science, and it remains today one of the most exciting and active fields of scientific research. Opportunities exist to pursue studies both at the non-technical and advanced levels. Non-technical courses are designed to be accessible to every Amherst student: their goal is to introduce students to the roles of quantitative reasoning and observational evidence, and to give some idea of the nature of the astronomical universe. These courses are often quite interdisciplinary in nature, including discussion of issues pertaining to biology, geology and physics. Advanced courses are offered under the aegis of the Five College Astronomy Department, a unique partnership between Amherst, Smith, Mount Holyoke and Hampshire Colleges and the University of Massachusetts. As a result of this partnership, students can enjoy the benefits of a first-rate liberal arts education while maintaining association with a research department of international stature. Students may pursue independent theoretical and observational work in association with any member of the department, either during the academic year or summer vacation. Advanced students pursue a moderate study of physics and mathematics as well as astronomy.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions. For ASTFC courses, students should go to the first scheduled class meeting on or following Thursday, September 9, for the fall semester and Wednesday, January 26, for the spring semester. The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the *rite* major are Astronomy 12, or 23, 24 or 25, 30 or 51 or 52, and two more courses at the 20-level or higher; Physics 32 and 33, and Mathematics 11 and 12.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

Students even considering a major in Astronomy are strongly advised to take Mathematics 11, Physics 32, and either Astronomy 12 or 23 during the first year. The sequence of courses and their requisites is such that failure to do so would severely limit a student's options. All Astronomy majors must pass a written comprehensive examination in the second semester of their senior year.

11s. Introduction to Modern Astronomy. A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Students who are even considering majoring in Astronomy are cautioned that Astronomy 11 does not constitute an introductory course within the major. Three one-hour lectures per week.

Enrollment limited. Admission with consent of the instructor. No student who has taken any upper level math or science course will be admitted. Second semester. Professor Greenstein.

12f. The Unseen Universe. In recent years astronomers have come to realize that the view of the universe which we get through telescopes is not telling us the whole story. Rather, in addition to all the astronomical objects which we can directly observe, the universe contains an enormous number of unseen things: objects which we have never directly detected and, in some cases, which we never will. Some of these objects are black holes, some are planets orbiting nearby stars, and the nature of the rest—the mysterious “dark matter”—is entirely unknown to us.

In this course, working with real data, students will retrace the path whereby we have come to this remarkable conclusion. Much of the course takes an inquiry-based approach to learning, in which students forge their own understanding through seminar discussions and their own efforts. This is a first course in Astronomy; and while much of the work will involve computers, no previous programming experience is required. Two class meetings per week plus computer laboratories.

First semester. Professor Greenstein and Astronomy Education Fellow Lovell.

14f. Stars and Galaxies. An introductory course appropriate for both physical science majors and students with a strong pre-calculus background. Topics include: the observed properties of stars and the methods used to determine them, the structure and evolution of stars, the end-points of stellar evolution, our Galaxy, the interstellar medium, external galaxies, quasars and cosmology.

First semester. Professor Tademaru.

14. Stars and Galaxies. Same description as Astronomy 14f.

Second semester. Professor to be named.

15s. History of Astronomy. (ASTFC) Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth century (century of progress), and in the nineteenth century (century of evolution). Developments in gravitational theory from ancient until modern times; developments in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical with emphasis on history and cosmology.

Second semester. Professor to be named.

23s. Planetary Science. (ASTFC) An introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets.

Requisite: One semester of a physical science and one semester of calculus (may be taken concurrently). Some familiarity with physics is essential. Second semester. Two sections. Professors Dyar, Schloerb and Teaching Fellow Lovell.

24f. Stellar Astronomy. (ASTFC) This is a course on the observational determination of the fundamental properties of stars. It is taught with an inquiry-based approach to learning scientific techniques, including hypothesis formation, pattern recognition, problem solving, data analysis, error analysis, conceptual

modeling, numerical computation and quantitative comparison between observation and theory.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Two class meetings per week plus computer laboratories.

Requisite: Mathematics 11 and either Astronomy 12 or 23. First semester. Professor White.

24. Stellar Astronomy. Same description as Astronomy 24f.

Second semester. Omitted 1999-00.

25s. Galactic and Extragalactic Astronomy: The Dark Matter Problem. This course explores the currently unsolved mystery of dark matter in the universe using an inquiry-based approach to learning. Working with actual and simulated astronomical data, students will explore this issue both individually and in seminar discussions. The course will culminate in a "conference" in which teams present the results of their work.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Two class meetings per week plus computer laboratories.

Requisite: Mathematics 11 and either an introductory Astronomy or an introductory Physics course. Second semester. Professors Greenstein and Schneider.

26f. Cosmology. (ASTFC) Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science. Taught in alternate years with Astronomy 25. To be given at the University of Massachusetts.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. First semester. Professor Schneider.

26. Cosmology. Same description as Cosmology 26f.

Second semester. Omitted 1999-00.

30f. Seminar: Topics in Astrophysics. (ASTFC) Devoted each year to a particular topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be substantial in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. The topic for 1999-00 is: Formation of Stars and Planetary Systems.

Requisite: Physics 33 and either Astronomy 24, 25, 51 or 52. First semester. Omitted 1999-00.

37s. Observational Techniques in Optical and Infrared Astronomy. (ASTFC) Offered in alternate years with Astronomy 38. An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with

an emphasis on globular clusters. Evening laboratories, to be arranged. Taught in alternate years with Astronomy 38. To be given at Smith College.

Requisite: Physics 33 and either Astronomy 24, 25, 51 or 52. Not open to first-year students. Second semester. Professor Edwards.

38. Techniques of Radio Astronomy. (ASTFC) Offered in alternate years with Astronomy 37s. Introduction to the equipment and techniques of radio Astronomy. With lab. Equipment, techniques, nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects.

Requisite: Physics 34, Mathematics 12 and some familiarity with Astronomy. Not open to first-year students. Second semester. Omitted 1999-00.

51. Astrophysics I: Stars and Stellar Evolution. (ASTFC) Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; the hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries. To be given at the University of Massachusetts.

Requisite: Four semesters of Physics. First semester. Professor Van Blerkom.

52. Astrophysics II: Galaxies. (ASTFC) Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the Virial Theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: synchrotron radiation; accretion disks; supermassive black holes.

Requisite: Four semesters of Physics. Second semester. Professor Lowenthal.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to Seniors. First and second semesters. The Department.

77, 78. Senior Departmental Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to Seniors. Required of Honors students. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

BIOLOGY

Professors Ewald*, S. George, Goldsby† (Simpson Lecturer), Poccia (Chair), Ratner, Williamson, and Zimmerman; Assistant Professors Goutte* and Temeles; Visiting Assistant Professor Stranford; Laboratory Coordinator Masonjones.

The Biology curriculum is designed to meet the needs of students preparing for postgraduate work in biology or medicine, as well as to provide the insights of biology to other students whose area of specialization lies outside biology.

Courses for Non-Major Students. Biology 8 and 14 each focus on a particular topic within biology, and are specifically intended for students who do not major in biology. These courses will not normally count towards the Biology major, and do not meet the admission requirements for medical school. The two semesters of introductory biology (Biology 18 and 19) may also be taken by non-majors who wish a broad introduction to the life sciences.

Major Program. The Biology major consists of three categories:

1. Two introductory biology courses (Biology 18 and 19);
2. Four courses in physical sciences and mathematics (Mathematics 11, Chemistry 11 or 15, Chemistry 12, and Physics 16 or 32);
3. Five additional courses in biology, chosen according to each student's needs and interests, subject to two constraints: First, at least three of the five must be laboratory courses. These courses are Biology 22, 23, 24, 25, 26, 29, 30, 35, and 38. Second, the five courses must include at least one course in each of the following three areas:
 - (a) Molecular and cellular mechanisms of life processes: Molecular Genetics (Biology 25), Cell Biology (Biology 29), Biochemistry (Biology 30);
 - (b) Integrative processes that show the relationship between molecular mechanisms and macroscopic phenomena: Developmental Biology (Biology 22), Genetic Analysis of Biological Processes (Biology 24), Animal Physiology (Biology 26), Immunology (Biology 33), Neurobiology (Biology 35);
 - (c) Evolutionary explanations of biological phenomena: Ecology (Biology 23), Evolutionary Biology (Biology 32), Animal Behavior (Biology 38).

All Biology majors will take a Senior Comprehensive Examination administered by the Department.

Most students should begin with Biology 18 in the spring semester of their first year. Students with Advanced Placement grades of 4 or 5 may choose to place out of either Biology 18 or Biology 19. To be exempted from Biology 18, a student must also pass a two-hour written examination that will be offered by appointment. Exemption from both Biology 18 and Biology 19 requires permission of the Department. If permission is granted, the Biology major will require a total of six courses from category 3 above, four of which must have a laboratory component.

Chemistry 11 and/or Chemistry 12 are requisites for several Biology courses. Students are therefore encouraged to take Chemistry 11 in the fall of their first year, particularly students whose planned courses emphasize integrative processes or cellular and molecular mechanisms. Students preparing for graduate study in life sciences should consider taking Chemistry 21 and 22, Physics 17,

*On leave 1999-00.

†On leave first semester 1999-00.

and a course in statistics in addition to the minimum requirements for the Biology major. Note that Chemistry 21 and 22 are requisites for Biology 30 and that prior completion of Physics 17 or 33 is a requisite for Biology 35.

Departmental Honors Program. Honors work in Biology is an opportunity to do original laboratory or field research and to write a thesis based on this research. The topic of thesis research is chosen in consultation with a member of the Biology Department who agrees to supervise the Honors work. Candidates for Honors in Biology will also attend the Biology Seminar, at which faculty, students, and visitors discuss current research in the life sciences. Honors candidates take Biology 77 and D78 in addition to the other requirements for the major, except that Honors candidates may take four rather than five courses in addition to Biology 18 and 19, subject to the laboratory and subject area constraints.

Courses for Premedical Students. Students not majoring in Biology may fulfill the two-course minimum premedical requirement in Biology by taking two laboratory courses in Biology. The Biology Department expects that these two laboratory courses will be selected from the Biology major program. Students interested in health professions other than allopathic medicine should consult a member of the Health Professions Committee regarding specific requirements.

Sf. The Biology of Catastrophe: Cancer and AIDS. AIDS, the acquired immunodeficiency syndrome, is caused by HIV infection and is the result of a failure of the immune system. Cancer is the persistent, uncontrolled and invasive growth of cells. A study of the biology of these diseases provides an opportunity to contrast the normal operation of the immune system and the orderly regulation of cell growth with their potentially catastrophic derangement in cancer and AIDS. A program of lectures and readings will provide an opportunity to examine the way in which the powerful technologies and insights of molecular and cell biology have contributed to a growing understanding of cancer and AIDS. Factual accounts and imaginative portraits will be drawn from the literature of illness to illuminate, dramatize and provide an empathetic appreciation of those who struggle with disease. Finally, in addition to scientific concepts and technological considerations, society's efforts to answer the challenges posed by cancer and AIDS invite the exploration of many important social and ethical issues. This course is intended primarily for non-majors. Three classroom hours per week.

Limited to 50 students. Students majoring in Biology, Chemistry, or Psychology will be admitted only with consent of the instructor. First semester. Omitted 1999-00. Professor Goldsby.

14f. Evolutionary Biology of Human Social Behavior. A study of how recent extensions of the theory of natural selection explain the origin and evolution of human social behavior. After consideration of the relevant principles of genetics, evolution, population biology, and animal behavior, the social evolution of animals, in particular that of the apes, will be discussed. With this background, several aspects of human psychological and social evolution will be considered: the instinct to create and acquire language; aggression within and between the sexes; mating patterns; the origin of patriarchy; systems of kinship and inheritance; incest avoidance; rape; reciprocity and exchange; warfare; moral behavior, and the evolution of laws and justice. Four hours of lecture and films per week.

First semester. Omitted 1999-00. Professor Zimmerman.

18. Adaptation and the Organism. An introduction to evolutionary theory, and how evolutionary theory can be used to study the diversity of life. Following an exploration of the core components of evolutionary theory (such as natural

selection, sexual selection, and kin selection), we'll examine how evolutionary processes have shaped morphological, anatomical, physiological, and behavioral adaptations in organisms to solve many of life's problems, ranging from how to maintain salt and water balance to how to attract and locate mates to how to schedule reproduction throughout a lifetime. We'll start with a familiar organism—ourselves—and then relate and compare adaptations of humans to those of their nearest (vertebrate) and not-so-nearest (bacteria and plants) relatives, examining how and why these organisms have arrived at similar or different solutions to life's problems. Laboratories will complement lectures and will involve field experiments on natural selection and laboratory studies of vertebrates, invertebrates, bacteria, and plants. Four classroom hours and four laboratory hours per week.

Second semester. Professors Temeles and Zimmerman.

19. Molecules, Genes and Cells. An introduction to the molecular and cellular processes common to life. A central theme is the genetic basis of cellular function. Four classroom hours and four laboratory hours per week.

Requisite: Prior completion of, or concurrent registration in, Chemistry 12, or consent of the instructor. First semester. Professors Ratner and Williamson.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology, anatomy, and genetics. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 19. Limited to two sections of 24 students each. Second semester. Professor Poccia.

23. Ecology. A study of the relationships of plants and animals (including humans) to each other and to their environment. We'll start by considering the decisions an individual makes in its daily life concerning its use of resources, such as what to eat and where to live, and whether to defend such resources. We'll then move on to populations of individuals, and investigate species population growth, limits to population growth, and why some species are so successful as to become pests whereas others are on the road to extinction. The next level will address communities, and how interactions among populations, such as competition, predation, parasitism, and mutualism, affect the organization and diversity of species within communities. The final stage of the course will focus on ecosystems, and the effects of humans and other organisms on population, community, and global stability. The laboratory portion of the course will involve observational and experimental studies in the field and an examination of techniques for the statistical analysis of data in the laboratory. Three hours of lecture and four hours of laboratory or field work per week.

Requisite: Biology 18 or consent of the instructor. First semester. Professor Temeles.

24. Genetic Analysis of Biological Processes. This course will explore the application of genetic analysis towards understanding complex biological systems. Scientists often turn to the study of genes and mutations when trying to decipher the mechanisms underlying such diverse processes as the making of an embryo, the response of cells to their environment, or the defect in a heritable disease. By reading papers from the research literature, we will study in detail some of the genetic approaches that have been taken to analyze certain molecular systems. We will learn from these examples how to use genetic analysis to formulate models that explain the molecular function of a gene product. The laboratory portion of this course will include discussions of the experimental approaches

presented in the literature. Students will apply these approaches to their own laboratory projects. Three hours of lecture and three hours of laboratory per week; the laboratory projects will require additional time outside of class hours.

Requisite: Biology 19. Limited to 30 students. Not open to first-year students. Second semester. Omitted 1999-00. Professor Goutte.

25. Molecular Genetics. A study of the molecular mechanisms underlying the transmission and expression of genes. DNA replication and recombination, RNA synthesis and processing, and protein synthesis and modification will be examined. Both prokaryotic and eukaryotic systems will be analyzed, with an emphasis upon the regulation of gene expression. Application of modern molecular methods to biomedical and agricultural problems will also be considered. The laboratory component will focus upon recombinant DNA methodology. Four classroom hours and four hours of laboratory per week; some laboratory exercises may require irregular hours.

Requisite: Biology 19. Limited to 30 students. Not open to first-year students. First semester. Professor Stranford.

26f. Animal Physiology. Function, structure and regulation in biological tissues, organs, and organ systems. How organisms maintain their body form against gravity, manage food intake, control ion and water content, circulate fluids, exchange gases, respond to temperature changes, and process sensory information. How these activities are regulated by the nervous system and by hormonal controls. Four classroom hours and four hours of laboratory work per week.

Requisites: Biology 18 or consent of instructor. Not open to first-year students. First semester. Omitted 1999-00. Professor Williamson.

28. Experimental Design and Data Analysis in the Life Sciences (Biostatistics). Organisms—even members of the same species—differ from one another in many ways, as do other things biologists study, such as cells within an organism and replicates of biochemical preparations. This course is about how to describe differences quantitatively, and how to formulate and test hypotheses about differences. For example, how likely is it that an observed difference between an experimental and a control group would arise by chance because of variability in the population being studied even if there were no effect of the experiment? The course will include study of the principles behind parametric and non-parametric methods of data analysis, practice in using these methods, and discussion of examples from the life sciences literature of successes and failures in the design of experiments and the use of statistics.

Second semester. Professor George.

29s. Cell Structure and Function. An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Three classroom hours and four hours of laboratory per week.

Requisite: Biology 19 and completion of, or concurrent registration in, Chemistry 12. Second semester. Professor Stranford.

30. Biochemistry. (Also Chemistry 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four

hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Chemistry 22 is a co-requisite. Anyone wishing to take the course who does not satisfy these criteria should obtain consent of the instructor. Second semester. Professors O'Hara (Chemistry) and Williamson (Biology).

32f. Evolutionary Biology. A study of evolutionary explanations in the life sciences, which includes consideration of population genetics and ecology, the nature of natural selection, the origin of life, the evolution of macro-molecules and cell organelles, the evolution of behavior and societies, the fossil record of vertebrates and man, and the evolution of culture. Four classroom hours per week.

Requisites: Biology 18 and 19. First semester. Omitted 1999-00. Professor Zimmerman.

33s. Immunology. The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Three classroom hours per week.

Requisites: Biology 19, and Biology 25 or 29 or 30 or consent of the instructor. Limited to 30 students. Second semester. Professor Goldsby.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours and four hours of laboratory work per week.

Requisites: Biology 18 or 19, Chemistry 11, and either Physics 17 or 33. Limited to 24 students. First semester. Professor George.

38f. Animal Behavior. Analyses of animal behavior emphasizing ecological and evolutionary approaches, but also incorporating psychological and ethological perspectives. Topics include procurement and allocation of resources, defenses against predation and parasitism; learning, decision making and behavioral development; cycles of behavior; deceptive versus honest communications; cooperation and altruism; courtship, mating systems, and parental care; sexual selection; aggression, rape, territoriality and dominance. Four classroom hours and three hours of laboratory per week.

Requisite: Biology 14 or 18 or 23 or 32, or consent of the instructor. First semester. Omitted 1999-00. Professor Ewald.

42f. Seminar in Animal Behavior. This course considers specific aspects of behavior from ecological and evolutionary perspectives. The topic changes from year to year. Three hours per week.

Requisite: Biology 38. First semester. Omitted 1999-00. Professor Ewald.

56. Seminar in Neurobiology. Recent discoveries and current controversies in one area of Neuroscience. This year the subject will be neural plasticity, i.e., adaptive changes in the nervous system during an organism's lifetime. Topics will include the neuronal basis of learning and memory; recovery from injury and ischemia through regeneration, sprouting, and neuroprotective mechanisms;

the role of cell death and synapse elimination in plasticity; the cellular basis of diseases specifically affecting plasticity; and prospects for overcoming current limitations on plasticity, such as the apparent inability of the adult human brain to generate new nerve cells. Three classroom hours per week.

Requisites: Biology 35 or Psychology 26 or an advanced course in cell or molecular biology. Limited to 15 students. Second semester. Professor George.

57. Seminar in Developmental Biology. How are new cell types or body plans generated during evolution? Recent advances in understanding cellular signaling mechanisms, temporal and spatial aspects of gene expression, and family relationships of gene sequences or protein tertiary structures have revealed new avenues to answering this question. We will compare known developmental mechanisms and constraints which underlie the vast variation of animal forms, with emphasis on the common regulatory networks and principles of biological organization upon which evolution acts. Three class hours per week.

Requisite: Biology 22 or 29. Limited to 15 students. First semester. Professor Poccia.

77, D78. Senior Departmental Honors. Honors students usually, but not always, take three courses of thesis research, with the double course load in the spring. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to Seniors. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research courses. Half or full course as arranged.

First and second semesters.

BLACK STUDIES

Professors Abiodun*, Blight (Chair, second semester), Cobham-Sander (Chair, first semester), Rushing, and Wills*; Assistant Professor Ferguson; Visiting Assistant Professor Vendryes.

Black Studies is an interdisciplinary exploration of the histories and cultures of black peoples in Africa and the diaspora. It is also an inquiry into the social construction of racial differences and its relation to the perpetuation of racism and racial domination.

Major Program. A major in Black Studies usually consists of a minimum of ten courses. Courses required of all majors are: Black Studies 11 (normally to be taken by the end of the sophomore year), and an integrative seminar, Black Studies 68, usually taken during the spring semester of the junior year. Majors are encouraged but not required to take Black Studies 97 or 98. In addition, each major normally will be required to take courses offered or approved by the Department in at least three distinct disciplines, and to take at least two such courses in each of the three following areas: Africa, the United States, and Latin America and the Caribbean. Each major will also be expected to take at least one course other than Black Studies 11 that focuses on cultural connections between Africa and the diaspora (e.g., Black Studies 23, 24, or 29, Fine Arts 70 or Religion 32). Early in the spring semester of the senior year, all majors will be required to pass a comprehensive examination in Black Studies.

*On leave 1999-00.

Field Work. Majors are encouraged to participate in field work or its equivalent in one of the following ways: (1) course-related work in local communities; (2) research and participation in communities elsewhere in the United States; (3) study and work abroad (e.g., in Sub-Saharan Africa or the Caribbean).

Departmental Honors Program. Candidates for Departmental Honors in Black Studies must complete the Major Program, including the Seniors Honors sequence, Black Studies 77 and 78 or D78. The Honors sequence will be devoted to a special research project, culminating in a thesis. Departmental Honors will be based both on the quality of the thesis and the student's entire academic record. Recommendations for both College and Departmental Honors will be made in accordance with the criteria set forth in this catalog under "Degree with Honors."

11s. Introduction to Black Studies. An interdisciplinary introduction to Black Studies. Topics will include the Frazier-Herskovitz debate, the sociology of the black underclass, the literary criticism of black literature, contemporary discussions of Eurocentrism and Afrocentrism, and the conceptual framework of black history.

Second semester. Professor Ferguson.

21. Black American Photographers. African Americans have played a role in photography's evolution as an art medium since its invention in 1832. This course is a survey of black-American photographers, their techniques, themes, patrons and place in the history of American photography. The course also examines African Americans' rural and urban worlds as fertile subject matter for photographers of various ethnic backgrounds. Comparing and contrasting art maker and art model fuel discussions of the formation and deformation of stereotypes.

First semester. Professor Vendryes.

23s. Short Stories from the Black World. This course which includes presentations by African, Caribbean, and African-American story-tellers, studies the oral origins of written stories and the thematic and stylistic continuities between orature and written literature. Among the authors to be read are Chinua Achebe, Ama Ata Aidoo, Toni Cade Bambara, Jan Carew, Charles Chesnutt, J. California Cooper, Bessie Head, Jamaica Kincaid, Earl Lovelace, Paule Marshall, James Alan McPherson, Grace Ogot, Opal Adisa Palmer, Richard Rive, Samuel Selvon, and Richard Wright.

Second semester. Professor Rushing.

24f. Representations of Black Women in Black Literature. This cross-cultural course examines similarities and differences in portrayals of girls and women in Africa and its New World diaspora with special emphasis on the interaction of gender, race, class, and culture. Texts are drawn from Africa, the Caribbean, and the United States. Topics include motherhood, work, and sexual politics. Authors vary from year to year and include: Toni Cade Bambara, Maryse Condé, Nuruddin Farah, Bessie Head, Merle Hodge, Paule Marshall, Ama Ata Aidoo, and T. Obinkaram Echewa.

First semester. Omitted 1999-00. Professor Rushing.

26f. African American Autobiographies: A Survey. (Also English 70f.) Autobiographies are the core of a written African-American literature that began with slave narratives. We will read works by Frederick Douglass and Harriet Jacobs, including such later classics as Richard Wright's *Black Boy*, *The Autobiography of Ida B. Wells*, and *The Autobiography of Malcolm X*. We will also study more recent works such as John Edgar Wideman's *Fatheralong* and Audre Lorde's *Zami*.

Independent projects will focus on changing modes of autobiographical writing and critical perspectives on the genre.

Recommended requisite: A first course in English and/or Black Studies 11. First semester. Omitted 1999-00. Professor Rushing.

27s. Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies. Pioneering feminist critic Barbara Smith says, "All the men are Black, all the women are White, but some of us are brave." This cross-cultural course focuses on "brave" women from Africa and its New World diaspora who dare to tell their own stories and, in doing so, invent themselves. We will begin with a discussion of the problematics of writing and reading autobiographical works by those usually defined as "other," and proceed to a careful study of such varied voices as escaped slave Linda Brent/Harriet Jacobs, political activist Ida B. Wells, and feminist, lesbian poet Audre Lorde—all from the U.S.; Lucille Clifton, the Sistren Collective (Jamaica), Carolina Maria deJesus (Brazil); Buchi Emecheta (Nigeria), and Nafissatou Diallo (Senegal).

Second semester. Omitted 1999-00. Professor Rushing.

29. Childhood in African and Caribbean Literature. (Also English 55.) See English 55 for description.

Open to first-year students with consent of the instructor. First semester. Omitted 1999-00. Professor Cobham-Sander.

32f. The History, Development and Influence of Afro-Caribbean Music. This course will explore the historical, social and cultural contexts of Afro-Caribbean music with special attention given to the Brazilian samba, Jamaican nyabingi, and Cuban rumba. Afro-Caribbean music is a dynamic blending of many African tribal traditions to form New World music with an African sensibility which has beginnings in ancient times. The African roots of these musical traditions are immediately recognizable, and their study will make the African roots of jazz, rock, rap, and other contemporary musical forms equally obvious. Lecture, reading and discussion will speak to the music, while listening, hands-on instruction with percussion instruments, and dance will allow the music to speak for itself.

Limited to 30 students. First semester. Omitted 1999-00.

35. Major Caribbean Writers. (Also English 75, section 2.) See English 75, section 2, for description.

First semester. Professor Cobham-Sander.

36. African American Oral Traditions. (Also English 75s, section 3.) See English 75s, section 3, for description.

Second semester. Professor Rushing.

37. Caribbean Poetry: The Anglophone Tradition. (Also English 99.) See English 99 for description.

First semester. Omitted 1999-00. Professor Cobham-Sander.

42. Myth, Ritual and Iconography in West Africa. Through a contrastive analysis of the religious and artistic modes of expression in three West African societies—the Asanti of the Guinea Coast, and the Yoruba and Igbo peoples of Nigeria—the course will explore the nature and logic of symbols in an African cultural context. We shall address the problem of cultural symbols in terms of African conceptions of performance and the creative play of the imagination in ritual acts, masked festivals, music, dance, oral histories, and the visual arts as they provide the means through which cultural heritage and

identity are transmitted and preserved, while, at the same time, being the means for innovative responses to changing social circumstances.

Second semester. Omitted 1999-00. Professor Abiodun.

43. Visual and Verbal Metaphors in Africa. This course explores the various ways in which traditional African visual and verbal arts are interdependent. Focusing on the Yoruba of southwestern Nigeria, it will examine and analyze Yoruba art as metaphor, a concept known as Owe in the Yoruba language. This approach to the study of art in an African society makes it possible to include the verbal and performing arts which are still living forms through which important information has been preserved in the traditionally non-literate societies of Africa.

First semester. Omitted 1999-00. Professor Abiodun.

44. Issues of Gender in African Literature. This course explores the ways in which issues of gender are presented by African writers and perceived by readers and critics of African writing. We will examine the insights and limitations of selected feminist, post-structural and post-colonial theories when they are applied to African texts. We will also look at the difference over time in the ways that female and male African writers have manipulated socially acceptable ideas about gender in their work. Texts will be selected from the oeuvres of established writers like Soyinka, Achebe, Ngugi and Head, as well as from more recent works by writers like Farah, Aidoo, and Dangaremba. Preference will be given to students who have completed a previous course on African literature, history, or society.

Not open to first-year students. Limited to 25 students. Second semester. Omitted 1999-00. Professor Cobham-Sander.

50. Introduction to African-American Music and Musicians. This is a survey course covering spirituals, folk music, blues, gospel, jazz, and classical music of African Americans. Topics also include brief overviews of the music of Africa and other non-western cultures. Lecture, discussion, reading, and listening.

Limited to 60 students. Second semester. Omitted 1999-00. Professors Boyer and Lateef of the University of Massachusetts.

51s. Music of Duke Ellington. (Also Music 28.) See Music 28 for description.

Requisite: Music 11 or 12 or ability to read music. Limited to 25 students. Second semester. Omitted 1999-00.

54f. Introduction to African American Poetry. (Also English 15.) A survey of folk and formal poetry, with particular emphasis on the Harlem Renaissance of the 1920s and the Black Arts Movement of the 1970s, which pays close attention to the oral origins of written poetry and to the ways music is both a recurring subject and the source of forms. After a grounding in sermons, spirituals, and the blues, we will study such writers as: Imanu Baraka, Gwendolyn Brooks, Sterling Brown, Lucille Clifton, Michael Harper, Robert Hayden, Langston Hughes, Audre Lorde, Haki Madhubuti, and Sonia Sanchez.

Preference will be given to those who have taken Black Studies 11 or a "first course" in English. First semester. Professor Rushing.

55. Slavery and Serfdom: The United States and Russia in Comparative Perspective. (Also History 95.) See History 95 for description.

First semester. Professors Blight and Czap.

57s. African-American History from the Slave Trade to Reconstruction. (Also History 41s.) This course is a survey of the history of African-American men and women from the sixteenth and seventeenth centuries through the

Civil War and Reconstruction. The content is a mixture of the social, cultural, and political history of blacks during two and a half centuries of slavery with the story of the black freedom struggle and its role in America's national development. Among the major questions addressed: the slave trade in its moral and economic dimensions; African retentions in African-American culture; origins of racism in colonial America; how blacks used the rhetoric and reality of the American and Haitian Revolutions to their advancement; antebellum slavery; black religion and family under slavery and freedom; the free black experience in the North and South; the crises of the 1850s; the role of race and slavery in the causes, course, and consequences of the Civil War; and the meaning of emancipation and Reconstruction for blacks. Readings include historical monographs, slave narratives by men and women, and one work of fiction.

Combined enrollment limited to 50 students. Second semester. Professor Blight.

58. African-American History from Reconstruction to the Present. (Also History 42.) This course is a survey of the social, cultural, and political history of African-American men and women since the 1870s. Among the major questions addressed: the legacies of Reconstruction; the political and economic origins of Jim Crow; the new racism of the 1890s; black leadership and organizational strategies; the Great Migration of the World War I era; the Harlem Renaissance; the urbanization of black life and culture; the impact of the Great Depression and the New Deal; the social and military experience of World War II; the causes, course and consequences of the modern civil rights movement; the experience of blacks in the Vietnam War; and issues of race and class in the 1970s and 1980s. Readings and materials include historical monographs, fiction, and documentary films.

Combined enrollment limited to 50 students. Second semester. Omitted 1999-00. Professor Blight.

59. The Civil War and Reconstruction Era. (Also History 43.) See History 43 for description.

Combined enrollment limited to 50 students. First semester. Professor Blight.

60f. Seminar: Mongrel America. Until recently, the study of American culture has often been marred by an intellectual apartheid. On one side there are studies of black experience, communities, and culture. On the other side we find studies of "Americans" or of the broader society often conceived of as "white." Through history and literature, this course is an examination of the origin and development of American identities as interracial and multiracial. The readings and discussions will suggest ways that the barriers constructed inside and outside the academy can be crossed. We will attempt to understand the exchanges among red, black, white, and brown that constitute the nation's actual past. We will read a variety of scholarship about the eighteenth, nineteenth, and twentieth centuries that challenges the tendency to produce separate historical accounts of racial groups. Works by novelists and essayists such as Herman Melville, Mark Twain, Albert Murray, and Ralph Ellison will also be used. The course will focus on both the problems and the possibilities of such interracial visions, both in the past and in contemporary America.

Limited to 20 students. First semester. Omitted 1999-00. Professor Ferguson.

61. Harlem Renaissance: Transnational, Trans-regional, and Cross-racial Journeys. The Harlem Renaissance was a product of complex cross-racial experiments by both black and white intellectuals, not only in Harlem, but across the United States and abroad. During the 1920s, H.L. Mencken, Eugene O'Neil, Carl Van Vechten, Franz Boaz and other white thinkers joined such black thinkers as Claude McKay,

James Weldon Johnson, Langston Hughes, and George Schuyler who were attempting to exchange older ideas of "blackness as limitation" for a "blackness of possibility." This course provides a broad overview of the Harlem Renaissance by emphasizing the complex transgressive journeys that constituted its central spirit. Readings will include a wide range of literary genres including poetry, drama, novels, speeches, and histories of the period. Some of the selections include poetry by Langston Hughes and Countee Cullen, *Home to Harlem* by Claude McKay, *Black No More* by George S. Schuyler, *The New Negro* by Alain Locke, speeches by Marcus Garvey, *The Emperor Jones* and *All God's Chullun' Got Wings* by Eugene O'Neil, *Passing* by Nella Larsen, *Harlem Renaissance* by Nathan Huggins and *Terrible Honesty* by Ann Douglass.

First semester. Professor Ferguson.

65. African American Literature I: A Survey. (Also English 65.) This survey course in Black American Literature from the colonial period to the present, introduces the wide variety of oral and literary forms—including the tale, the sermon, the blues, jazz, autobiography, the essay and the novel—that have constituted this tradition. In the first semester the course will examine aspects of oral expressive traditions, the first writings in English by Anglo-Africans in the eighteenth century and the creation in slave narrative poetry, novels, tales and essays of an extensive body of writing through the nineteenth and early twentieth century.

First semester. Omitted 1999-00.

66. African American Literature II: A Survey. (Also English 66.) This is a continuation of Black Studies 65. The semester will focus on the African American encounter with modernity from the Harlem Renaissance to the present through the writings of such major authors as Langston Hughes, Zora Neale Hurston, Gwendolyn Brooks, Ralph Ellison, Richard Wright, Toni Morrison and Charles Johnson.

Second semester. Professor Ferguson.

68. Seminar in Black Studies. The topic changes from year to year, depending on the majors' areas of concentration. The topic for 1999-00 is: Remembering Africa: Cultural and Aesthetic Retentions in the Diaspora. This course examines the plausibility of theories that use the concept of inherent cultural retention as an explanation for African-inspired characteristics appearing in objects created by twentieth-century artists who are generations removed from their ancestral bearings. Cross-cultural borrowing between Africa and the New World necessitates the inclusion of modern African art often overlooked in the study of art in the Americas. Through exploration of the visual arts and cultural practices in Africa and the African diaspora, we can begin to answer the question "Is there a black-American aesthetic?"

Limited to 20 students; preference given to Black Studies majors of junior or senior standing. Second semester. Professor Vendryes.

72f. Philosophy, Race and Racism. (Also Philosophy 22f.) See Philosophy 22f for description.

First semester. Omitted 1999-00.

77, D77, 78, D78. Senior Departmental Honors.

First and second semesters. Members of the Department.

84. Seminar on Race and Reunion: The Memory of the Civil War. (Also History 82.) See History 82 for description.

Not open to first-year students. Admission with consent of the instructor. Combined enrollment limited to 20 students. Second semester. Professor Blight.

97, H97, 98, H98. Special Topics.

First and second semesters. Members of the Department.

The following courses are listed for inclusion in a Black Studies Major.

The World Columbus Found: Pre-Columbian Civilizations of Latin America and the Caribbean. See Colloquium 12.

Second semester. Omitted 1999-00. Professor Campbell of Amherst College and Professor Proulx of the University of Massachusetts.

African Cultures and Societies. See Anthropology 26.

Second semester. Omitted 1999-00. Professor Goheen.

The Crisis of the State in Africa. See Anthropology 42.

Second semester. Professors Goheen and Redding.

African Systems of Belief and Knowledge in Historical Perspective. See Anthropology 46.

Second semester. Omitted 1999-00. Professors Goheen and Redding.

Poverty and Inequality. See Economics 23.

First semester. Professor Rivkin.

Four African American Poets. See English 56.

Second semester. Omitted 1999-00. Professor Rushing.

Studies in American Literature. See English 61.

First semester. Omitted 1999-00.

Literature of the Civil Rights Movement. See English 67s.

Second semester. Omitted 1999-00. Professor Townsend.

Performance of African American Literature. See English 74f.

First semester. Omitted 1999-00.

American Art and Architecture 1600 to Present. See Fine Arts 54f.

First semester. Professor Vendryes.

Survey of African Art. See Fine Arts 68.

Second semester. Professor Vendryes.

African Art and the Diaspora. See Fine Arts 70f.

First semester. Omitted 1999-00. Professor Abiodun.

Twentieth-Century Africa. See History 22.

Second semester. Professor Redding.

Caribbean History. See History 55s.

Second semester. Professor Campbell.

State and Society in Africa Before the European Conquest. See History 63.

First semester. Omitted 1999-00. Professor Redding.

Introduction to South African History. See History 64f.

First semester. Omitted 1999-00. Professor Redding.

Trade and Plunder in Latin America and the Caribbean. See History 86.

Second semester. Omitted 1999-00. Professor Campbell.

Topics on the Caribbean and Latin America. See History 87.

First semester. Professor Campbell.

Comparative Slave Systems. See History 88.

Second semester. Professor Campbell.

Seminar on Peoples and Cultures of the Caribbean. See History 89.

First semester. Professor Campbell.

Topics in African History. See History 92.

Second semester. Omitted 1999-00. Professor Redding.

Race, Place, and the Law. See Law, Jurisprudence and Social Thought 33s.

Second semester. Omitted 1999-00. Lecturer Delaney.

The Civil Rights Movement: From Moral Commitment to Legal Change. See Law, Jurisprudence and Social Thought 44f.

First semester. Professor Delaney

Social Psychology of Race. See Psychology 44.

Second semester. Omitted 1999-00. Professor Hart.

Asian and African Divination: Ways of Knowing, Rituals of Healing. See Religion 65.

First semester. Omitted 1999-00.

BRUSS SEMINARS

The Bruss Seminar is part of the Bruss Memorial Program, established in memory of Professor Elizabeth Bruss, who taught at Amherst from 1972 to 1981. Under the Program, a member of the faculty is appointed Bruss Reader for a term of two or three years, with the responsibility of addressing questions with regard to women as they emerge from existing disciplines and departments, and to promote curricular change and expansion to incorporate the study of women. The Bruss Reader does this by serving as a resource person, through revision of department offerings, and by teaching the Bruss Seminar. The subject of the seminar, therefore, changes over time reflecting the disciplines of successive Bruss Readers.

18. Bodies of Memory. Over the past twenty years the body has come into sharp focus in a wide range of disciplines. Recent developments in literary and cultural studies, feminist theory, art, dance, theater, religion, technology, and medicine, have given us multiple ways to view and consider the body. This course will explore some of these interdisciplinary views and use the questions and images that emerge in the process as inspiration for creative expression in different media. What are the images that emerge when we explore the body as a container of memory, an aesthetic ideal, a social and cultural construct, a series of biological and chemical systems, a subordinate vehicle for carrying the mind, a site of contest and conquest?

The class will alternate between discussions/workshops (led by the instructor and guest artists/speakers) and studio lab sessions where students will develop creative projects in response to different body experiences. These projects might include writing a body autobiography, a series of poems, a script for a performance, a choreographed dance, a book of body maps, a video piece, a formal research paper. Selected readings, videos, and events.

Limited to 20 students. Second semester. Omitted 1999-00. Professor Woodson.

19. Amusing the Muse. This course will explore the idea of inspiration, that mysterious flash or stimulus that motivates the creative act. We will track the concept of the Muse through different historical and cultural perspectives

touching on traditions that personify the source of creativity as a goddess as well as on artists who draw inspiration from an idealized or eroticized person, object or place. We will look at how the Muse is invoked and reinvented in works ranging from Sapphic lyric poetry to Christian mysticism, from Renaissance pastoral to contemporary visual and performance art. Our explorations will extend into non-western rituals that accompany the artistic act, including trance dancing and out-of-body visitations.

The course will also consider how female creativity in particular has been historically linked to forces like sorcery, hysteria and madness and how contemporary artists such as Kiki Smith, Diamanda Galas and Meredith Monk, by reasserting those origins (and claiming new ones), revel in their turbulent and transformative power.

In weekly writing assignments and/or performance pieces, participants will test the limits of the convention invoking and embodying their own versions of the Muse, finding ways to bring the act of creation into focus.

Limited to 20 students. First semester. Omitted 1999-00. Professors Woodson and Katz.

21. Experiments in Collaboration: Performance, Music and Video. This seminar will focus on creating performance, music, and video pieces developed through interdisciplinary experiments. We will use the theme of discovery—uncovering, revealing, conjuring—as a central image to focus the responses and interactions between sound, image, movement and text. An emphasis will be placed on exploring reciprocal relationships within and among the different media and between different male and female views and strategies toward approaching the unknown. Students will work individually in their preferred medium (or combination of media) and also work in collaborative teams. The seminar will culminate in a performance at the new Experimental Theater.

This seminar is for intermediate/advanced composers, choreographers, directors, videographers, designers and/or performers who have previous experience in any of the above media. This course will count toward the Music major and the Theater and Dance major and will serve as a requisite for Music 71 and 72. Two class meetings and one lab session per week.

Limited to 24 students. First semester. Professors Spratlan and Woodson.

CHEMISTRY

Professors Fink*, Hansen, Kropf, Kushick, and O'Hara (Chair); Associate Professor M. Marshall; Assistant Professors Burkett, Conn*, and Padowitz; Visiting Lecturer A. Smith.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their first year. This will help in the election of a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, biomedical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11 or Chemistry 15, Chemistry 12, Chemistry 21, and four of the following five courses: Chemistry 22 (Organic Chemistry II), 30 (Biochemistry), 35 (Inorganic Chemistry),

*On leave 1999-00.

43 (Physical Chemistry) and 44 (Modern Physical Chemistry). In addition, several of these courses require successful completion of work in other departments: Biology 19 for Chemistry 30; Mathematics 12 and Physics 16 or 32 for Chemistry 43; and Mathematics 12 and Physics 17 or 33 for Chemistry 44.

Departmental Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and D78 in the senior year. It is helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the junior year. However, either of these courses may be taken in the senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, can be arranged on an individual basis by the departmental advisor.

Honors candidates attend the Chemistry seminar during their junior and senior years, participating in it actively in the senior year. All Chemistry majors should attend the seminar in their senior year. At this seminar discussions of topics of current interest are conducted by staff members, visitors and students.

In the senior year an individual thesis problem is selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: computer simulation of biomolecular behavior; combinatorial organic synthesis, design of antibacterial and antiviral compounds; protein-nucleic acid interactions; immunochemistry; biochemistry of calcium proteins and chelators, lanthanide metal analogues of metalloproteins; mechanisms of enzyme-catalyzed and related processes; photochemistry and gas phase kinetics; studies of atmospheric air pollutants; high resolution molecular spectroscopy of jet-cooled species; and materials chemistry and surface science.

Candidates submit a thesis based upon their research work. Recommendations for the various levels of Honors are made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Note on Placement: Chemistry 11 followed by Chemistry 12 are the appropriate first courses in Chemistry for most students. For those students with extensive high school preparation in the subject and strong quantitative skills as measured by SAT I and II (or ACT), Chemistry 15 followed by Chemistry 12 is recommended by the Department. Decisions regarding advanced placement are made on a case-by-case basis. The results of a diagnostic test offered during first-year orientation will help to determine whether placement out of either Chemistry 11/15 or Chemistry 12 or, less frequently, both is appropriate. Students considering advanced placement are advised to contact the Department soon after arriving on campus.

Chemistry 8f, 9 and 10 have been designed to introduce non-science students to important concepts of Chemistry. These courses may be elected by any student, but they do not satisfy the major requirements in Chemistry nor are they recommended as a means of satisfying the admission requirements of medical schools.

8f. Chemistry in the Environment: The Hydrosphere. An introduction for non-science students to fundamental questions in environmental chemistry related to the physical and chemical properties of water and to its distribution and effects in the earth system. We will begin with the *Challenger* voyage of 1872 and end with the space-based *World Ocean Circulation Experiment* of the 1990s. Field measurements of acid rain and local water pollution will be studied. The international law of the sea will be considered through the particular problem of reparations and responsibility for the radioactive pollution of international waters from Russian nuclear testing and dumping at Novaya Zemlya. Topics considered may include: the chemistry and physics of water in general and

seawater in particular; connections between the hydrosphere and climate, including water and energy budgets, ancient and ice-age climates and the computer simulation of global climate change; El Nino; processes controlling ocean composition and of carbon reservoir residence times; and life in water. Three hours of class per week.

First semester. Omitted 1999-00. Professor Fink.

9. Chemistry in the Environment: The Atmosphere. An introduction for non-science students to environmental problems from a chemical and physical viewpoint. We will focus on the atmosphere, an essential but vulnerable component of the human environment, studying its chemical and physical processes and properties. Detailed attention will be paid to human activity as an agent for atmospheric change: effects of the use of fossil fuels, deforestation and agricultural activity; effects of synthetic chemicals on ozone in the stratosphere; effects of acid rain; effects of air pollution and photochemical smog; effects of the "nuclear winter," effects of anthropogenic and natural events on the difficult problem of global warming.

First semester. Omitted 1999-00. Professor Fink.

10. Energy and Entropy. Primarily for non-science majors, this course is focused on the concepts of energy and entropy, ideas which play a central role in our attempts to understand the universe in which we live. The course, designed for those who wish to gain an appreciation and understanding of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study applications of these laws to a variety of chemical and physical phenomena. Some societal implications will also be discussed; we will treat, for instance, the diverse ways in which energy transformations of various sorts affect our lives. Our studies will include the efficiencies of energy conversion processes and alternative sources of energy. Consideration will be given to the ways in which the ideas of energy and entropy are used in literature, the arts and the social sciences. No prior college science or mathematics courses are required. Three class hours per week.

Second semester. Omitted 1999-00. Professor Fink.

11. Introductory Chemistry. This course examines the structure of matter from both a microscopic and macroscopic viewpoint. We begin with a detailed discussion of the physical structure of atoms, followed by an analysis of how the interactions between atoms lead to the formation of molecules. The relationship between the structures of molecular compounds and their properties is then described. Experiments in the laboratory provide experience in conducting quantitative chemical measurements and illustrate principles discussed in the lectures.

Although this course has no prerequisites, students with a limited background in secondary school science should confer with one of the Chemistry 11 instructors before registration. Four class hours and three hours of laboratory per week.

First semester. Professors O'Hara and Padowitz.

11s. Introductory Chemistry. Same description as Chemistry 11.

Second semester. Professors Marshall and Burkett.

12f. Chemical Principles. The concepts of thermodynamic equilibrium and kinetic stability are studied. Beginning with the laws of thermodynamics, we will develop a quantitative understanding of the factors which determine the extent to which chemical reactions can occur before reaching equilibrium. Chemical

kinetics is the study of the factors, such as temperature, concentrations, and catalysts, which determine the speeds at which chemical reactions occur. Appropriate laboratory experiments supplement the lecture material. Four class hours and three hours of laboratory work per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well-prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. First semester. Professor Kropf.

12. Chemical Principles. Same description as Chemistry 12f.

Second semester. Professor Kushick.

15. Fundamental Principles of Chemistry. A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles are applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules are considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

First semester. Professor Kushick.

21. Organic Chemistry I. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, spectroscopy, stereochemistry, acid-base properties and nucleophilic substitution reactions. Periodically, examples will be chosen from recent articles in the chemical, biochemical, and biomedical literature. Laboratory work introduces the student to basic laboratory techniques and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professors Hansen and Smith.

22. Organic Chemistry II. A continuation of Chemistry 21. The second semester of the organic chemistry course first examines in considerable detail the chemistry of the carbonyl group and some classic methods of organic synthesis. The latter section of the course is devoted to a deeper exploration of a few topics, among which are the following: sugars, amino acids and proteins, advanced synthesis, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Second semester. Professors Hansen and Smith.

30. Biochemistry. (Also Biology 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Co-requisite: Chemistry 22. Anyone wishing to take the course who does not satisfy these criteria should obtain

the consent of the instructor. Second semester. Professors O'Hara (Chemistry) and Williamson (Biology).

35. Inorganic Chemistry. Periodicity of both physical and chemical properties of the elements are examined on the basis of fundamental atomic theory. The structure, bonding, and symmetry of inorganic molecules and solids are discussed. Structure and bonding in coordination complexes are examined through molecular orbital and ligand field theories, with an emphasis on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Mechanisms of inorganic reactions, including ligand substitution and electron transfer, will be examined. The laboratory experiments will complement lecture material and will include a final independent project. Three hours of lecture/discussion and four hours of laboratory per week.

Requisite: Chemistry 21 or consent of the instructor. First semester. Professor Burkett.

43s. Physical Chemistry. The thermodynamic principles and the concepts of energy, entropy, and equilibrium introduced in Chemistry 12 will be expanded. Statistical mechanics, which connects molecular properties to thermodynamics, will be introduced. Typical applications are non-ideal gases, phase transitions, heat engines and perpetual motion, phase equilibria in multicomponent systems, properties of solutions (including those containing electrolytes or macromolecules), and transport across biological membranes. Appropriate laboratory work is provided. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 16 or 32, Mathematics 12. Mathematics 13 recommended. Second semester. Professor Padowitz.

44f. Quantum Chemistry and Spectroscopy. The theory of quantum mechanics is developed and applied to spectroscopic experiments. Topics include the basic principles of quantum mechanics; the structure of atoms, molecules, and solids; and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be arranged. Three hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Mathematics 12, Physics 17 or 33. First semester. Professor Marshall.

77, D77, 78, D78. Senior Departmental Honors.

Open to Senior Honors candidates, and others with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. A full or half course.

First and second semesters. Consent of the Department is required. The Department.

CLASSICS (GREEK AND LATIN)

Professors Griffiths†, P. Marshall, and Sinos‡; Associate Professor Damon (Chair); Andrew W. Mellon Visiting Assistant Professor Rossi.

†On leave first semester 1999-00.

‡On leave second semester 1999-00.

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The Department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 1 and 1s may not be counted toward the major. Latin 2-16 will normally be introductory to higher courses in Latin, and Greek 12-18 will serve the same function in Greek.

Departmental Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41, 42, 77, and 78 in either Greek or Latin. The normal expectation will be that in the senior year two courses at the 41/42 level be taken along with the 77/78 sequence. Admission to the 77 course is contingent on approval by the Department of a thesis prospectus. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the 78 course is contingent on the submission of a satisfactory chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first week of the second semester with the Department and any outside reader chosen. In addition, Honors candidates must in the first semester of their senior year write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department. The award of Honors will be determined by the quality of the candidate's work in the Senior Departmental Honors courses, thesis, and performance in the comprehensive work and language examination.

The Department will cooperate with other departments in giving combined majors with Honors.

Comprehensive Requirement. Majors in Greek, Latin, and Classics will fulfill the Department's comprehensive requirement in one of two ways.

- (1) Students may take an examination consisting of essay questions on the literary and historical interpretation of major authors. It will be given in the fifth week of the first semester of the senior year.
- (2) Alternatively, students may complete the requirement through coursework that provides a chronological survey of the cultures of the major.
 - For the Greek major, one course: Classics 23 (Greek Civilization), Classics 32 (Greek History), or Classics 34 (Archaeology of Greece).
 - For the Latin major, one course: Classics 24 (Roman Civilization), or Classics 33 (Roman History).
 - For the Classics major, two courses: one from the courses fulfilling the Greek major's requirement, and one from the courses fulfilling the Latin major's requirement.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 1, 12, 15, 18; or 1s, 15, 12.

Classics

23s. Greek Civilization. Readings in English of Homer, Sappho, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, and Plato to trace the emergence of epic, lyric, tragedy, comedy, history, and philosophy. We shall also use inscriptions, papyri, and other documentary evidence to explore the historical background. Central questions include: What are the implications of male control over public performance and the written record? How did a slaveholding society give birth to democracy? How did the militarism and radical competitiveness of Athenian society create and destroy the possibilities for cultural achievement? What can be inferred about ancient women if they cannot speak for themselves in the texts? Three class hours per week.

Second semester. Professor Griffiths.

24f. Roman Civilization. A study of Roman civilization from its origins to the Empire. The material will be interpreted in the light of Roman influence upon later Western civilization. The reading will be almost entirely from Latin literature, but no knowledge of the ancient languages is required. Three class hours per week.

First semester. Professor Marshall.

32f. Greek History. We enter Greece in a pre-literate dark age, tormented by the pressures of land hunger. Forced from their rocky soil to the sea, the Greeks make connections with the larger Mediterranean world by trade and colonization. We shall follow their construction of the city-state (*the polis*), each shaped by particular ethnicities and geography, and the spasms of tyranny that course through Greece in the sixth century. From this period emerges the hegemony of Sparta—Dorian, conservative, agricultural, stable and militarily regimented. Soon, by contrast, the great commercial and cosmopolitan city of Athens—Ionian, democratic and volatile—rises to make its own claims. We shall see these two powers make common cause against Persia, and admire the cultural exultation at Athens which springs from their victory and ushers in the Classical Age. Finally, we shall attend closely to Thucydides as he describes the process of their moral disintegration in the long grind of the Peloponnesian War. Three class hours per week.

First semester. Omitted 1999-00.

33s. History of Rome: The Roman Empire, 31 BCE-235 CE. The political and social systems established by Augustus lasted almost unchanged through four dynasties and shaped a world of unprecedented prosperity for millions of inhabitants on three continents. How did this immense creation cohere? What did belonging to the Empire mean for groups and for individuals? What forms did resistance take and how was it handled? What were the conditions of daily life? Primary sources—literature, public and private documents, technical manuals, buildings, coins, etc.—will be the focus of our attention in studying the Roman Empire at its peak. Three class hours per week.

Second semester. Omitted 1999-00. Professor Damon.

34f. Archaeology of Greece. Excavations in Greece continue to uncover a rich variety of material remains that are altering and improving our understanding of ancient Greek life. By tracing the history of some major sanctuaries, habitation sites, and burial places, this course will explore the ways in which archaeological evidence can be used to illuminate economic, social, and religious developments in Greece from the Bronze Age to the Hellenistic Period. Special attention will be given to the causes and effects of the growth of large sanctuaries with their

concentrations of wealth, and to the relation between art and politics. Three class hours per week.

First semester. Omitted 1999-00. Professor Sinos.

36f. Roman Archaeology: Pompeii and Herculaneum. A study of the archaeological finds from the buried cities of Pompeii and Herculaneum and the ways in which those finds illuminate the lives of the ancient Romans. The course will cover urban design, public structures, houses and villas, gardens, graffiti and dipinti, papyri, sculpture, wall paintings, mosaics, and everyday objects. An economic and social context for the remains of the material culture of these cities on the Bay of Naples will be developed from readings in Roman history and Latin literature, including Cicero, Horace, Petronius, Statius, Pliny, and Juvenal. Three class hours per week.

First semester. Omitted 1999-00. Professor Damon.

37s. The Comic Tradition. In this course we are going to trace the carnival origins of comedy and the early stages of this comic tradition as it survives in Greek and Roman authors like Aristophanes, Menander, Plautus, Terence. We focus especially on the forms of the ancient comic tradition as we emphasize the structure of comic plots and the eternal and universal nature of comic heroes and types such as the clever servant, the braggart soldier, the young lover, the pompous cook, the grouch. Special attention will be given to the later development of this comic tradition. How did this tradition grow to become the very substance of comedy in authors like Shakespeare, Molière and Goldoni and in modern sitcoms and movies? Two class meetings per week.

Second semester. Professor Rossi.

38. Greek Drama. Selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes with attention to staging, Athenian politics, and the modern use of the texts to reconstruct systems of gender, sexuality, class, and ethnicity. We shall also consider the remakings of the plays in contemporary film, dance, and theater: Michael Cacoyannis, *Iphigenia* and *The Trojan Women*; Martha Graham, *Night Journey*; Rita Dove, *The Darker Face of the Earth*; Pier Paolo Pasolini, *Oedipus Rex* and *Medea*; Wole Soyinka, *The Bacchae of Euripides*.

Second semester. Omitted 1999-00. Professor Griffiths.

77, 78. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Greek

1. Introduction to the Greek Language. This course prepares students in one term to read Plato, Homer, and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 12.

First semester. Professor Damon.

1s. Introduction to the Greek Language. This course prepares students in one term to read Homer, Plato, and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 15.

Second semester. Professor Griffiths.

12. Plato's *Apology*. An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three class hours per week.

Requisite: Greek 1 or 1s or equivalent. Second semester. Professor to be named.

15. An Introduction to Tragedy. We will read a play of Euripides with emphasis on poetic diction, dramatic technique and ritual context. Three class hours per week.

Requisite: Greek 1 or 1s or equivalent. First semester. Professor Sinos.

18. An Introduction to Homeric Epic. The *Iliad* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three class hours per week.

Requisite: Greek 15 or its equivalent or consent of the instructor. Second semester. Professor Marshall.

41. Advanced Readings in Greek Literature I. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the interests and needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 1999-00 Greek 41 will read Aeschylus, *Agamemnon*. Three class hours per week. Seminar course.

Requisite: A minimum of three courses numbered 1 to 18 or consent of the instructor. First semester. Professor Sinos.

42. Advanced Readings in Greek Literature II. See course description for Greek 41. In 1999-00 Greek 42 will read Homer's *Odyssey*. Three class hours per week. Seminar course.

Requisite: A minimum of three courses numbered 1 to 18 or consent of the instructor. Second semester. Professor Griffiths.

77, 78. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Latin

1. An Introduction to the Language and Literature of Ancient Rome. This course prepares students to read classical Latin. No prior knowledge of Latin is required. Three class hours per week.

First semester. Professor Rossi.

2. Intermediate Latin. This course aims at establishing reading proficiency in Latin. Forms and syntax will be reviewed throughout the semester, while Book 4 of Virgil's *Aeneid* will be read in its entirety. Three class hours per week.

Second semester. Professor Damon.

15. Catullus and the Lyric Spirit. This course will examine Catullus's poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English. Three class hours per week.

First semester. Professor Marshall.

16. The Augustan Age. An introduction to the literature and culture of Augustan Rome through close reading of Horace's *Odes* and of selections from other works illustrating the period. Three class hours per week.

Second semester. Professor Damon.

41. Advanced Readings in Latin Literature I. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit, providing only that the topic is not the same. In 1999-00 Latin 41 will read selections from Apuleius, *Golden Ass* and *On Magic*. Three class hours per week. Seminar course.

Requisite: Latin 15 or 16 or consent of the instructor. First semester. Professor Damon.

42. Advanced Readings in Latin Literature II. See course description for Latin 41. In 1999-00 Latin 42 will read Lucretius, *De Rerum Natura*. Three class hours per week. Seminar course.

Requisite: Latin 15 or 16 or 41 or consent of the instructor. Second semester. Professor Marshall.

77, 78. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

RELATED COURSES

Ancient Philosophy. See Philosophy 17.

First semester. Professor Gentzler.

Readings in the European Tradition I. See European Studies 21.

First semester. Professor Doran.

Sexuality and Culture. See Women's and Gender Studies 31.

First semester. Professor Barale and Frank.

COLLOQUIA

Colloquia are interdisciplinary courses taught by members of two or more departments. They are aimed chiefly at juniors and seniors who have begun their majors, to give them the opportunity to gain perspective by studying subjects from viewpoints that supplement or contrast with those of their disciplines.

Whether colloquia are accepted for major credit in their faculty's departments is determined for each colloquium separately; when unspecified, students should consult their major departments.

12. The World Columbus Found: Pre-Columbian Civilizations of Latin America and the Caribbean. Geographically the course will focus on Mesoamerica, the Caribbean and South America, where the initial effects of Spanish contact were most intense. The societies to be studied will include those of the Arawaks and the Caribs as well as the ancient civilizations of the Aztecs, the Mayas and the Incas. We will examine closely the nature and structure of these civilizations (some of which were empires), the mentality of the people, how they designed their way of life and how their cultural predispositions affected their interactions with the Europeans. The course will rely heavily on primary source material, including Spanish Chronicles, but particular attention will be given to native

accounts. How did they view the processes of discovery, contact and the eventual destruction of their societies and how did they finally respond? Their voices will serve as counterpoints to the more familiar European accounts: "The New World Civilization that they [the Chroniclers] were describing was alien to them, however actively it may have aroused their curiosity, and however successful they may have been in entering into the spirit of it by an act of historical imagination"—Arnold J. Toynbee. Although the course will be taught by an historian and an anthropologist/archaeologist, guest speakers representing other disciplines, including Mesoamerican and Andean art specialists, will participate, making the course a true multi-disciplinary effort. One class meeting per week.

Limited to 30 students. Second semester. Omitted 1999-00. Professor Campbell of Amherst College and Professor Proulx of the University of Massachusetts.

14. Personality and Political Leadership. What constitutes personality? What constitutes political leadership? Do leaders of various sorts (totalitarian, democratic) have distinctive personalities? How do the personalities of leaders combine with other personal and cultural influences to shape their political behavior, and how does that behavior in turn shape the environment from which they come? In an attempt to answer such questions, the course will consider theories of leadership and of personality, examine approaches to psychobiographical assessment, and evaluate psychobiographies of leaders such as Wilson, Hitler, Gandhi, and Khrushchev. Finally, students will be asked to prepare their own psychobiographical term papers concerning past or current politicians.

Limited enrollment. Admission with consent of instructors. Second semester. Omitted 1999-00. Professors Demorest and W. Taubman.

16. Ways of Seeing: Theoretical Approaches to Non-Western Art. The course will address the problem of how one sees and understands the art of cultures other than one's own through an analysis of the relationship between the cultural contexts of viewer and object, the nature of the translation of languages or aesthetic discourse, and the diverse ways in which art is understood as the materialization of modes of experience and communication.

Through text, exhibition, and discussion, the colloquium will pursue a detailed study of works of art of a variety of cultures in sub-Saharan Africa, Asia, and New Guinea, investigating the various systems of symbolic forms that have shaped and found expression in the art and analyzing the complex structural interrelations between aesthetic and extra-aesthetic levels in cultural communication in these societies. We shall be concerned with assessing the manner in which our own cultural perceptions and scholarly disciplines inform and limit our understanding of the art of other peoples.

Second semester. Omitted 1999-00.

18. Foreign Policy Seminar. This course will examine and assess the foreign policy of the Clinton Administration. In broad terms we will be asking how the Clinton Administration has defined America's interests and purposes in post-cold war world politics. More particularly, we will examine the administration's approach to the issue of NATO's future role; to national conflicts in formal Yugoslavia; to the fate of postcommunist Russia; to the peace process in the Middle East; to the challenges posed by Iran, Iraq, North Korea, Cuba and Haiti; to violence in Somalia, Rwanda and Liberia; to tensions between human rights and trade concerns in relations with China; and to debates over NAFTA and U.S. immigration policy. Do these approaches constitute a foreign policy strategy—a "Clinton doctrine" that can guide American behavior abroad into the

twenty-first century? What roles do Congress, the mass media and interest groups play in defining a nation's foreign pursuits? Should American interaction with other societies be governed by Wilsonian moral precepts or a strict calculation of strategic and economic (capitalist) interests? What, finally, are the responsibilities of American society outside its borders?

Not open to first-year students. Limited to 20 students. Second semester. Omitted 1999-00. Professors Machala and Levin.

Computer Science

See Mathematics and Computer Science.

CREATIVE WRITING

Advisory Committee: Visiting Writer Maxwell; Professor Maraniss; Associate Professors Douglas and Frank (Director); Senior Lecturer von Schmidt.

The Creative Writing Center, in conjunction with various College departments, provides courses in the writing of fiction, poetry, plays, non-fictional prose, and translation. The work of the Center is interdisciplinary in that those who teach in it are located in a number of College departments. In addition to the courses offered, the Center consists of a group of faculty members engaged in creative writing, a series of readings and class visits by practicing writers and editors brought to the College for that purpose, and a place where student and faculty writers may gather to read and talk.

The faculty of the Center strongly believe that creative writing at the College should occur in the context of a liberal arts education. They hold that all students benefit from the discipline of writing out of their own and out of imagined experience, and from submitting that writing, in small classes, to the criticism of instructors and other student writers. Because they consider that creative writing is in significant part learned through creative reading, all faculty of the Center also teach courses in the reading of literature. The Center does not offer a major and does not invite students to formulate interdisciplinary majors in creative writing; it takes the most desirable education for those who may pursue careers as creative writers to be not a heavy concentration of creative writing courses, but rather a selection of such courses plus many courses in literature and other subjects that interest an individual student.

The Center does not offer courses independently: all of the courses listed below are located in the various departments and count toward the major requirements of the departments. In addition to the courses here listed, students may arrange with any departmental faculty so willing—including those who are not members of the Center—to take special topics courses in creative writing and to undertake creative writing honors projects in their major departments.

Generally, pre-registration is not allowed by creative writing courses. Consult the Creative Writing Center web page (www.amherst.edu/~cwc) for information on admission procedures for creative writing courses.

Writing Poetry I. See English 21.

Limited enrollment. First semester. Visiting Writer Maxwell.

Writing Poetry I. See English 21s.

Limited enrollment. Second semester. Lecturer Hall.

Writing Poetry II. See English 22.

Limited enrollment. Second semester. Visiting Writer Maxwell.

Composition. See English 23s.

Limited enrollment. Second semester. Senior Lecturer von Schmidt.

Non-Fiction Writing. See English 25s.

Limited enrollment. Second semester. Omitted 1999-00. Professor Townsend.

Fiction Writing I. See English 26f.

Limited enrollment. First semester. Professor Frank.

Fiction Writing I. See English 26.

Limited enrollment. Second semester. Lecturer Cooper.

Fiction Writing II. See English 28f.

Limited enrollment. First semester. Lecturer Albarelli.

Poetic Translation. See European Studies 24.

Limited enrollment. Second semester. Professor Maraniss.

Playwriting. See Theater and Dance 31.

Limited enrollment. First semester. Playwright-in-Residence Congdon.

Playwriting Studio. See Theater and Dance 61.

Limited enrollment. First semester. Playwright-in-Residence Congdon.

ECONOMICS

Professors Beals, Nicholson, Westhoff (Chair), Woglom†, and B. Yarbrough; Adjunct Professor R. Yarbrough; Associate Professor Barbezat; Assistant Professors Irons, Rivkin, and Takeyama.

Major Program. A major in economics is accomplished through a sequence of courses that begins with Economics 11, which surveys a variety of current economic issues and problems, and introduces the basic tools essential for all areas of economics. Economics 11 (or 11s) is a requisite for all other courses in economics; and for most courses there is no other requisite. Thus, after completing Economics 11 a student may enroll in any of a variety of applied courses. Students may be excused from the requirement of taking Economics 11 if they demonstrate an adequate understanding of basic economic principles.

All students majoring in Economics must successfully complete eight full-semester courses in Economics. The eight courses must include Economics 11, 53, 54, and 55, plus any four electives. Mathematics 11 or equivalent is required in addition. Non-Amherst College economics courses (including economics courses taken abroad) may be used as electives as long as the student receives Amherst College credit for the course. Substitution of a non-Amherst course for one of the four specifically required economics courses is not ordinarily permitted. Exceptions are considered only if a written request is submitted to the Department Chair prior to initiating the other work, and such a request is granted only in exceptional circumstances. (Spending junior year abroad is not an exceptional circumstance.) Students who transfer to Amherst, and who wish to receive credit toward the major requirements for work done before coming to Amherst, must obtain written approval from the Chair. Each candidate for a degree in

†On leave first semester 1999-00.

Economics is required to pass a written comprehensive examination given in the fall semester of the senior year. Students who are candidates for Departmental Honors must take Economics 77 and 78. To be admitted to the major, a student must demonstrate achievement in economics courses—a grade of C+ or higher in Economics 11 and a C+ or higher in Economics, 53, 54, or 55, whichever is taken first. If a student fails to meet this requirement, he or she can gain admittance to the major by achieving a grade of B or higher in at least one among Economics 53, 54, and 55. Unless a student has done very well in Economics 11, it is strongly recommended that Economics 53, 54 and 55 each be taken in a separate semester.

Students intending to pursue graduate study in Economics are strongly advised to take additional courses in mathematics beyond Mathematics 11.

Unless otherwise specified, all courses are open to first-year students. Economics classes normally meet three class hours per week, either in three fifty-minute sessions or two eighty-minute sessions. Exceptions are noted in course descriptions.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only with the consent of the Course Chair. No student planning to major in Economics will be allowed to exercise this option. Other courses required for a major in the Department may not be taken on a Pass/Fail basis except by students in unusual circumstances (e.g., by Seniors not majoring in Economics who wish to broaden their knowledge of economics). Courses not required for the major may be offered on a Pass/Fail basis at the discretion of the instructor. Majors may not use the Pass/Fail option to satisfy department course requirements.

11. An Introduction to Economics. A study of the central problem of scarcity and of the ways in which the U.S. economic system allocates scarce resources among competing ends and apportions the goods produced among people. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. Each section limited to 22 Amherst College students. First semester. Professors Beals, Irons, Takeyama, Westhoff, and B. Yarbrough (Course Chair).

11s. An Introduction to Economics. Same description as Economics 11.

Each section limited to 22 Amherst College students. Second semester. Professors Barbezat, Irons, Rivkin, Takeyama (Course Chair), Westhoff, and Woglom.

21s. Problems of Economic Organization. This course examines the fundamental problems of economic organization, namely how to coordinate and motivate the members of an organization to work in coherent ways to advance members' interests in the presence of bounded rationality and imperfect information. Topics include the relationship between economic organization and efficiency; methods of coordination (especially, market versus nonmarket); and contracts as vehicles for motivation and compensation. Applications include changes facing firms in Eastern Europe and comparisons of labor policies in Japan and the United States.

Requisite: Economics 11. Second semester. Omitted 1999-00. Professor B. Yarbrough.

23. Poverty and Inequality. Highly politicized debate over the determinants of poverty and inequality and the desirability of particular government responses often obscures actual changes over time in social and economic conditions. Information on the true impact of specific government policies and the likely effects of particular reforms becomes lost amid the political rhetoric. In this course we shall first discuss the concepts of poverty, inequality, and discrimination. Next we shall examine trends over time in the poverty rate,

inequality of the earnings distribution, family living arrangements, education, crime, welfare recipiency, and health. We shall focus on the U.S., but also study a small number of less developed countries. In the final section of the course, basic economic principles and the evidence from experience with existing government programs will be used to analyze the likely impacts of several policy reform proposals.

Requisite: Economics 11. First semester. Professor Rivkin.

24f. Industrial Organization. This course examines the determinants of and linkages between market structure, firm conduct, and industrial performance. Some of the questions that will be addressed include: Why do some markets have many sellers while others have only few? How and why do different market structures give rise to different prices and outputs? In what ways can firms behave strategically so as to prevent entry or induce exit of rival firms? Under what circumstances can collusion be successful? Why do firms price discriminate? Why do firms advertise? Does a competitive firm or a monopoly have a greater incentive to innovate? In answering these and other questions, the consequent implications for efficiency and public policy will also be explored.

Requisite: Economics 11. First semester. Professor Takeyama.

25s. Environmental and Natural Resource Economics. Students in this course will explore society's use of the natural environment as a component of production and consumption. The allocation of exhaustible and renewable resources and the protection of environmental quality from an economic standpoint will be examined. Public policy avenues for controlling natural resource management and the environment will also be explored. Case studies include air pollution and acid rain, depletion of the ozone layer and the greenhouse effect, the solid waste crisis, and deforestation, among others.

Requisite: Economics 11. Second semester. Omitted 1999-00. Professor Takeyama.

26. Economics of Education. Investments in education benefit individuals and society in a variety of ways. Education affects the productivity of the labor force, economic growth, the earnings of individuals, social mobility, the distribution of income, and many other economic and social outcomes. In 1990 educational expenditures exceeded seven percent of the Gross Domestic Product of the United States. A sector this large and important poses a number of serious policy questions—especially since it lacks much of the competitive discipline present in profit-making sectors of the economy. Should we increase expenditures? Are resources allocated efficiently? Equitably? How should the sector be organized? Who should bear the costs of education? Which policy changes will be effective? Many of these questions are part of the national policy debate. This course will use economic principles to study these and other issues which have been central to discussions of education policy.

Requisite: Economics 11 or consent of the instructor. Second semester. Omitted 1999-00. Professor Rivkin.

28f. The Economic History of the United States. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We will begin with the colonial period and end with the Second World War.

Requisite: Economics 11. First semester. Omitted 1999-00. Professor Barbezat.

30. Current Issues in the United States' Economy. This course examines the contemporary economic development of the United States. Rather than starting at some time and asking "What happened next?", the course proceeds in reverse

chronological order and asks "From where did this come?" Current structures, policies and problems will be analyzed and explained by unfolding the path of their sources. Among the topics covered will be the savings and loan crisis, the boom-bust of the 1980s, health care policies, foreign economic policy, as well as topics that particularly interest the group of students taking the course.

Requisite: Economics 11. Second semester. Professor Barbezat.

31s. The Economics of the Public Sector. This course examines the role that the government plays in the economy. We begin focusing on market failures: situations in which unregulated actions by the consumers and firms result in inefficiency. Acid rain, the depletion of the ozone layer, and global warming are used in case studies. How has the government reacted to these problems? How should the government respond? The second part of the course studies how the government's tax policies affect the economy. The tax reforms of the 1980s and the recent deficit reduction act will be emphasized. During the semester most of today's pressing public policy issues will be addressed: health care, welfare reform, the social security system, the budget deficit, etc.

Requisite: Economics 11. Second semester. Professor Westhoff.

32f. International Trade. This course uses microeconomic analysis to examine economic relationships among countries. Issues addressed include why nations trade, the distributional effects of trade, economic growth, factor mobility, and protectionism. Also included are discussions of the special trade-related problems of developing countries and of the history of the international trading system.

Requisite: Economics 11. First semester. Professor B. Yarbrough.

33s. Open-Economy Macroeconomics. This course uses macroeconomic analysis to examine economic relationships among countries. Issues addressed include foreign exchange markets, the balance of payments, and the implications of openness for the efficacy of various macroeconomic policies. Also included are discussions of the special macroeconomic problems of developing countries and of the history of the international monetary system.

Requisite: Economics 11. Second semester. Professor B. Yarbrough.

36f. Economic Development. An introduction to the problems and experience of less-developed countries, and survey of basic theories of growth and development. Attention is given to the role of policies pursued by LDCs in stimulating their own growth and in alleviating poverty. Topics include population, education and health, industrialization and employment, foreign investment and aid, international trade strategy and exchange rate management.

Requisite: Economics 11. First semester. Professor Beals.

53. Macroeconomics. This course develops macroeconomic models of the determinants of economic activity, inflation, unemployment, and economic growth. The models are used to analyze recent monetary and fiscal policy issues in the United States, and also to analyze the controversies separating schools of macroeconomic thought such as the New Keynesians, Monetarists and New Classicals.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Barbezat.

53s. Macroeconomics. Same description as Economics 53.

Second semester. Professor Woglom.

54f. Microeconomics. This course develops the tools of modern microeconomic theory and notes their applications to matters of utility and demand; production

functions and cost; pricing of output under perfect competition, monopoly oligopoly, etc.; pricing of productive services; intertemporal decision-making; the economics of uncertainty; efficiency, equity, general equilibrium; externalities and public goods.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Westhoff.

54. Microeconomics. Same description as Economics 54r.
Second semester. Professor Takeyama.

55. An Introduction to Econometrics. A study of the analysis of quantitative data with special emphasis on the application of statistical methods to economic problems.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Rivkin.

55s. An Introduction to Econometrics. Same description as Economics 55.
Second semester. Professor Nicholson.

60. Labor Economics. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas.

Requisite: Economics 54. Second semester. Professor Rivkin.

61s. Topics in International Trade. An examination of current theoretical developments and policy issues in international trade. Topics include game-theoretic models of trade, the history and prospects of the General Agreement on Tariffs and Trade, the agenda for the Uruguay Round of trade negotiations, and the theory and practice of "strategic" trade policy.

Requisite: Economics 32. Second semester. Omitted 1999-00. Professor B. Yarbrough.

62. Seminar in Macroeconomic Issues. An upper-level course studying the theoretical and policy controversies spawned by the New Classical revolution in macroeconomics. We trace the birth of the New Classical School as a logical development of the Keynesian research agenda. Then we look at the fundamental challenges posed by New Classical economics for the ways in which macroeconomists view the relationships between economic theory, empirical testing, and policy advice. Students will write a research paper applying the ideas developed in the course to a topic of their choice.

Not open to students who have taken New Classical Economics. **Requisite:** Economics 53. Second semester. Omitted 1999-00. Professor Woglom.

63s. Corporate Finance. This course explores the efficient allocation of capital (the investment decision) and the capital-raising ability (the financing decision) of the corporation. Among the topics to be covered are: the market for corporate control, agency theory, the capital budgeting decision, cost of capital estimation, the capital structure decision, and capital market efficiency as it relates to the firm. The course will blend theory with application.

Requisite: Economics 54. Limited to 35 students. Second semester. Omitted 1999-00. Professor Woglom.

64. Evaluating Social Policies. This course examines a number of social programs in the United States including Social Security, Medicare, Unemployment Compensation, Aid to Families with Dependent Children, and a variety of education

and training initiatives. The purpose of this examination is not only to show how these programs operate, but also to illustrate how economic and statistical tools can be used to evaluate these operations. A significant portion of the course will be devoted to showing the advantages and disadvantages of using actual data from the programs in such evaluations.

Requisite: Economics 55 or consent of the instructor. Second semester. Omitted 1999-00. Professor Nicholson.

65. Topics in Econometrics. A continuation of Economics 55 that uses statistics, general economic theory and mathematics to understand empirical relations in economics. The course introduces matrix algebra and uses it to develop a careful treatment of the multiple linear regression model and refinements. Also includes an introduction to methodological developments in econometric modeling of time series data, and extensive practice in the use of statistical packages for computation.

Requisite: Economics 55. First semester. Omitted 1999-00. Professor Nicholson.

66. Law and Economics. This course introduces students to the ways in which legal issues can be examined using the tools of economic analysis. Topics covered include: Property and contract law, accident law, family law, criminal law, financial regulation, and tax law. In all of these areas the intent is not to provide an exhaustive examination of the law, but rather to show how economic methods can contribute to an understanding of the basic issues that must be addressed by the law.

Requisite: Economics 54 or consent of the instructor. Second semester. Professor Nicholson.

67s. Advanced Economic Theory. This course is designed as a sequel to Economics 54, Microeconomics. The objective of the course is to provide students with a mathematically rigorous foundation in microeconomic theory. Topics may vary from year to year and will be chosen from among the following: revealed preference; relationship among demand, indirect utility, and expenditure functions; duality; profit maximization and cost minimization; uncertainty; game theory; externalities and public goods; oligopoly models; adverse selection, signaling, and screening; principal-agent problems; general equilibrium theory; computation of economic equilibria; efficiency, the core, and the second best; dynamic programming; etc.

Requisite: Economics 54. Second semester. Omitted 1999-00. Professor Westhoff.

68f. Economics of the European Union. The economic and political integration of western Europe is an important feature of the current world economy. In this course we will first trace the long-standing historical development of European integration, with special attention to the international industrial cooperation of the 1920s and 1930s. With this background we will then discuss and assess the Community's structure and operation from the 1950s until the present. Topics will include tariff policies, agricultural policies, monetary and fiscal policy coordination, regional development, industrial policies and development strategies, and US-EEC relations. Rather than viewing the EEC as an organization representing equally each of its member's aims, we will examine the conflicting national goals of the Community's members and how these conflicts affect policies.

Not open to students who have taken The European Economic Community. **Requisite:** Economics 53 or 54. First semester. Professor Barbezat.

70. Health Economics. This course is designed to familiarize students with the application of economic analysis to health care. Emphasis will be placed on the supply and distribution of medical personnel, the financing of health care,

the problems of rising hospital costs, alternative organizational forms for the delivery of medical care, and the role of government in each of these areas.

Requisite: Economics 54. Second semester. Omitted 1999-00. Professor Nicholson.

77. Senior Departmental Honors. Independent work under the guidance of an advisor assigned by the Department. Open to Senior Economics majors with a grade point average in Economics courses of 10.00 or higher and the consent of the Department. Students intending to take this course and its continuation, Economics 78, must submit a proposal to the Department at the beginning of the first semester.

Requisites: Economics 53, 54, 55, and the successful completion of the Comprehensive Examinations in Economics. First semester.

78. Senior Departmental Honors. Open to Senior Economics majors with the consent of the Department.

Requisite: Economics 77. Second semester.

97, H97, 98, H98. Special Topics. Independent Reading Course. A full course or half course.

Admission with consent of the instructor. First and second semesters.

ENGLISH

Professors Cameron, Chickering†, Cobham-Sander‡, Cody, Guttmann, O'Connell (Director of Studies), Parker‡, Peterson‡, Pritchard, Rushing, Sofield‡, and Townsend† (Chair); Visiting Writer Maxwell; Associate Professors Barale, Frank, and Sánchez-Eppler; Assistant Professors Johnson* and Katz; Senior Lecturer von Schmidt; Five College Visiting Assistant Professor Subrin; Andrew W. Mellon Visiting Assistant Professor Barr; Visiting Lecturers Albarelli, Cooper, and Hall.

Major Program. Students choosing to major in English are encouraged to explore the wide range available in the Department of approaches to and understandings of what might constitute the study of literature, film, and culture. The Department does not wish to prescribe any particular route through the diversity of its offerings, but instead to assist each student to develop his or her own interests and questions. To this end every student should work closely with his or her advisor in developing a concentration—through regular conversation, the submission and periodic revision of the concentration statement, and, in the senior year, the preparation of an essay articulating and reflecting on his or her intellectual journey through the major.

Majoring in English requires the completion of ten courses offered or approved by the Department, including at least one course numbered 1 to 19 and one of the upper-level seminars numbered 75. Because these seminars often lead to a senior project, the Department very strongly urges majors to take English 75 during the junior year. The Department will not guarantee admission to a particular English 75 seminar in the second semester of the senior year.

In addition to taking at least one course numbered 1 to 19 and English 75, students majoring in English must, as a condition of preregistering in the spring of their junior year, formally define a *topic of concentration* within their

*On leave 1999-00.

†On leave first semester 1999-00.

‡On leave second semester 1999-00.

major. At preregistration in the fall of senior year, they then must provide a four or five page draft essay which defines the primary focus of their interests as an English major. A final draft of the essay, due at the end of the add/drop period of second semester of the senior year (together with an updated list of courses taken to fulfill the major), will be evaluated by a committee of departmental readers. The submission to the Department of an approved concentration essay, together with an updated concentration statement, satisfies the comprehensive requirement in English.

No more than two courses not offered formally by the Department may be counted as constituent parts of the major program, except with the recorded permission of the student's advisor.

Departmental Honors Program. The Department awards honors to seniors who have achieved distinction in course work for the major and who have also demonstrated, in submitted samples of extensive writing, a capacity to excel in composition. Students will be considered for the degree with Distinction in English only if they have achieved a qualifying grade average of B+ in courses approved for the major; the degree with High Distinction in English usually presupposes an A average.

Unlike other Amherst departments English has no senior honors course, although majors often assume that Senior Tutorial (English 87/88) is, in effect, the senior honors course. Many students who do enroll in Senior Tutorial, for one or both semesters, are nominated for honors, but one need not take Senior Tutorial to be nominated nor do all students who take Senior Tutorial assume that they will submit their projects for nomination for honors.

To be considered for honors a student must submit a senior project of extensive writing (50 to 70 pages). The materials included may derive from a variety of sources: from work completed in the Senior Tutorial course(s); from Special Topics, composition, and creative writing courses; from projects undertaken on the student's own initiative; or from essays composed originally for other courses in the major (these latter must be revised and accompanied by a covering statement that describes in detail the nature of the project they constitute and comments thoughtfully and extensively upon the writer's acts of interpretation and composition). The Department does not refer to the senior project as a "thesis" because that is but one of many forms the project may take. The senior project can be a film or video, a collection of essays or poems or stories, a play, a mixture of forms, an exploration in education or cultural studies.

The senior project, if approved for submission by the student's designated tutor or major advisor, is forwarded by the tutor or advisor to the Department. A committee of faculty readers and examiners is then appointed. The committee conveys its evaluation to the whole Department, which then takes into account both the senior project and the record in the major in making its final recommendation for the level of honors in English.

Senior Tutorial. Senior English majors may apply for admission to the Senior Tutorial, English 87/88, for either one or both semesters. Appropriate tutors are assigned to students whose applications have been approved. The purpose of Senior Tutorial is to provide an opportunity for independent study to any senior major who is adequately motivated and prepared to undertake such work, whether or not he or she expects to be considered for Departmental Honors at graduation. Admission to English 87/88 is contingent upon the Department's judgment of the feasibility and value of the student's proposal as well as of his or her preparation and capacity to carry it through to a fruitful conclusion.

Graduate Study. The English Department does not view its work as primarily the preparation of students for graduate work in English. Students who are interested in graduate work can, however, prepare themselves for such study through sensible planning. They should discuss their interest in graduate work with their advisor so that information about particular graduate programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career can be sought out. Students should note that most graduate programs in English or Comparative Literature require reading competence in two, and in many cases three, foreign languages. Intensive language study programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

COURSES PRIMARILY FOR FIRST-YEAR STUDENTS. These courses numbered 1 or 1s are offered primarily for first-year students. Courses with this number are writing intensive and limited in enrollment to 20 students.

1. Courses Primarily for First-Year Students. Three courses will be offered in the first semester, 1999-00.

American Renaissance. A study of what might be referred to as "classical American literature" or "The Age of Emerson." The writers studied will be Emerson, Thoreau, Fuller, Hawthorne, Melville, Whitman, Dickinson, and James. Among the central questions asked are these: How successful were these writers in their efforts to create a distinctively American language and literature? What was their view of nature and of human nature? How did they dramatize social conflict? In what ways did they affirm or challenge traditional conceptions of gender? The course will pay close attention to the interactions of these writers with one another and will give particular emphasis to Emerson as the figure with whom the others had to come to terms.

Professor Guttmann.

Reading, Writing, Criticism. Our subject is various imaginative uses of the English language, such as poetry, fiction, the drama, autobiography, the essay. Weekly short papers in which students aim to develop and refine their powers as critics. The reading list changes yearly and includes lyric poems, a play by Shakespeare, new and classic British and American novels, as well as other kinds of discursive prose.

Professors Cody and Pritchard.

Reading and Writing About Nature. Reading and writing about the natural world. This course will pay equal attention to which aspects of the natural world writers choose to write about and the various literary strategies they use. Texts include Greek myths, the Hebrew Bible, Aesop's *Fables*, British and American poetry, Thoreau's *Walking*, Margaret Atwood's *Surfacing*, Annie Dillard's *Pilgrim at Tinker Creek*, and Paula Gunn Allen's *Grandmother Spider's Stories*.

Professor Rushing.

1s. Courses Primarily for First-Year Students. Three courses will be offered in the second semester, 1999-00.

Representing Illness. Readings in a variety of genres on the subject of sick people, with a focus on close reading and critical writing. We will touch on

such topics as the representation of bodily pain; illness and social justice; illness and desire; illness and literary form. Possible texts include Sophocles, *Philoctetes*; Defoe, *A Journal of the Plague Year*; *The Diary of Alice James*; Henry James, *The Wings of the Dove*; Willa Cather, *Sapphira and the Slave Girl*; John Edgar Wideman, "Fever"; Marilyn Hacker, poems from *Winter Numbers*; and Mark Doty, poems from *My Alexandria* and *Atlantis*; the films *Lorenzo's Oil*, *Black Is ... Black Ain't*, and *Silverlake Life*; criticism by Sontag, Foucault, and Scarry. Weekly writing, both critical and autobiographical.

Second semester. Professor Frank.

Reading Drama. An introduction to dramatic literature through aesthetic and cultural theory. We will look at what makes reading drama a different kind of exercise in literary analysis than, for instance, reading poetry or fiction. Close attention will be paid to ritual structure, embodied representation, the role of the audience, as well as associated questions concerning how theatrical "worlds" both intersect with and reinvent dominant cultural fictions. Two class meetings per week.

Professor Katz.

Writing. A course in getting lost in texts and in writing about attempts to find oneself as a reader. A course, too, about confronting one's own experienced difficulties and trying, as a writer, to be composed in the face of them. Among readings will be works by Shakespeare, Du Bois, Beckett, Mailer, and Dickinson.

Professor Townsend.

COURSES 2 TO 19. Open to all students, these courses are commonly writing intensive, limited in enrollment, and introductory in nature. Prospective majors are strongly advised to elect more than one.

4. Representing Sexualities in Word and Image. A course in critical reading and interpretation which concentrates on a range of texts drawn from the culture at large—movies and TV as well as traditional and non-traditional literary texts—in order to discover interesting intersections between gender and sexuality. Particular attention will be paid to the representation of same sex sexualities. Frequent writing exercises.

Limited to 20 students. Second semester. Omitted 1999-00. Professor Parker.

6f. Reading, Writing, and Teaching. Students, as part of the work of the course, each week will tutor or lead discussions among a small group of students at Holyoke High School. The readings for the course will be essays, poems, auto-biographies, and stories in which education and teaching figure centrally. Among these will be materials that focus directly on Holyoke and on one or another of the ethnic groups which have shaped its history. Students will write weekly and variously: critical essays, journal entries, ethnographies created jointly with the students they are meeting with in Holyoke, etc. Among the texts for the course: John Stuart Mill, *Autobiography*; Sylvia Ashton-Warner, *Spearpoint*; Tracy Kidder, *Among Schoolchildren*; Jonathan Kozol, *Savage Inequalities*; Nicholasa Mohr, *El Bronx Remembered*; Eudora Welty, *Losing Battles*; and Judith Ortiz Cofer, *The Line of the Sun*. Two class meetings per week plus an additional workshop hour and a weekly morning teaching assistantship to be scheduled in Holyoke.

Limited to 20 students. First semester. Professors Cobham-Sander and Sánchez-Eppler.

- 6. Reading, Writing, and Teaching.** Same description as English 6f.
Limited to 20 students. Second semester. Professor O'Connell.

7s. Writing and Everyday Reading. What do people "do" with what they read? The course will approach reading as an act of consumption and appropriation, asking students to track the everyday use to which their imaginations put the content (i.e., the word, characters, and information) of written material. In particular, students will consider how the idiosyncrasies of a personal reading style can complicate and challenge a text's ideological assumptions. Reading in the course will focus on Jean Genet's *Our Lady of the Flowers* and a selection of James Baldwin's essays, supplemented by essays in psychology, sociology, and anthropology. Frequent writing.

Limited to 20 students. Preference given to first-year students. Second semester. Omitted 1999-00. Professor Katz.

9. Writing and Self-Creation. Readings in memoirs, autobiographies, diaries, and other autobiographical works with an eye to understanding how we create ourselves textually. Readings may include Maxine Hong Kingston, *Woman Warrior*; Elizabeth Bishop, prose and poetry; Alice James, *Diary*; Eudora Welty, *One Writer's Beginning*; William Wordsworth, *The Prelude*; Richard Wright, *Black Boy*; as well as films. Frequent writing, both analytic and autobiographical—at least one short paper every week.

Limited to 20 students. Preference given to first-year students. First semester. Omitted 1999-00. Senior Lecturer von Schmidt.

12 (1). Reading Poetry. A first course in the critical reading of selected major British and American poets. Attention will be given to prosody, poetic forms, and other matters of technique, as well as to the implications of various manners of reading. In the spring of 2000 we will read poetry by William Shakespeare, John Donne, John Keats, Emily Dickinson, Wallace Stevens, W.H. Auden, Elizabeth Bishop, and Philip Larkin. Three class hours per week.

Second semester. Professor Chickering.

12 (2). Reading Poetry. A first course in the critical reading of selected major British and American poets from the sixteenth century to the present. Attention will be given to prosody, poetic forms, and other matters of technique, as well as to the ways critics have written about poetry. Three class hours per week.

Second semester. Professor Cody.

14. Reading Fiction. A first course in the reading and criticism of fiction, with emphasis on the comic. Novels and stories by such writers as Jane Austen, Dickens, George Eliot, Henry James; lesser-known books and writers from this century, mainly from England and America. Attention centered on matters of technique and on different kinds of literary value. Three class hours per week.

Limited to 35 students. Second semester. Omitted 1999-00. Professor Pritchard.

15. Introduction to African American Poetry. (Also Black Studies 54f.) See Black Studies 54f for description.

First semester. Professor Rushing.

17. Big Books. This course explores the particular pleasures and interpretive problems of reading (and writing about) very long works of fiction—novels so vast that any sure grasp of the relation between individual part and mammoth whole threatens to elude author and reader alike. How do we gauge, and thereby engage with, narratives of disproportionate scale and encyclopedic ambition? How do we lose, or find, our place in colossal fictional worlds? The

novels will include George Eliot's *Daniel Deronda*, Samuel R. Delaney's *Dhalgren*, and Thomas Pynchon's *Mason & Dixon*.

First semester. Omitted 1999-00. Professor Parker.

18. Coming to Terms. An introduction to contemporary literary studies through the analysis of a variety of critical terms, a range of literary examples, and the relations between and among them. The terms considered in 1999 included lyric, narrative, author, autobiography, and—first, last, and in between—literature.

Preference given to Sophomores. Second semester. Omitted 1999-00. Professor Parker.

19s. Film and Writing. A first course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading and writing. Frequent short papers. Two 90-minute class meetings and two screenings per week.

Second semester. Professor Barr and Senior Lecturer von Schmidt.

WRITING COURSES 20 TO 29. These courses are limited in enrollment. Pre-registration is not allowed. Please consult the Creative Writing Center website (www.amherst.edu/~cwc) for information on admission to these courses.

21. Writing Poetry I. A first workshop in the writing of poetry. Class members will read and discuss each others' work and will study the elements of prosody: the line, stanza forms, meter, free verse, and more. Open to anyone interested in writing poetry and learning about the rudiments of craft. Writing exercises weekly. Please submit a writing sample to the English office on or before the first day of classes. A list of those admitted will be posted during the first week of classes.

Limited enrollment. First semester. Visiting Writer Maxwell.

21s. Writing Poetry I. Same description as English 21.

Limited enrollment. Second semester. Lecturer Hall.

22. Writing Poetry II. A second, advanced workshop for practicing poets. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: English 21 or the equivalent. Limited enrollment. Second semester. Visiting Writer Maxwell.

23s. Composition. Organizing and expressing one's intellectual and social experience. Twice weekly writing assignments: a sketch or short essay of self-definition in relation to others, using language in a particular way—for example, as spectator of, witness to, or participant in, a situation. These short essays serve as preparation for a final, more extended, autobiographical essay assessing the student's own intellectual growth.

Open to Juniors and Seniors. Limited enrollment. Second semester. Senior Lecturer von Schmidt.

25s. Non-Fiction Writing. The topic varies from year to year. In spring 1999 we studied writers' renderings of their own experiences (memoirs) and their analyses of society and its institutions (cultural criticism). Workshop format, with discussion of mostly modern American examples and of students' experiments in the genre. Students must submit examples of their writing to the English office. Three class hours per week.

Limited enrollment. Second semester. Omitted 1999-00. Professor Townsend.

26f. Fiction Writing I. A first course in writing fiction. Emphasis will be on experimentation as well as on developing skill and craft. Workshop (discussion) format. Students must submit samples of writing to the English office. Two class hours per week plus conferences.

Limited enrollment. First semester. Professor Frank.

26. Fiction Writing I. Same description as English 26f.

Limited enrollment. Second semester. Lecturer Cooper.

28f. Fiction Writing II. An advanced level fiction class. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: Completion of a previous course in creative writing. Limited enrollment. First semester. Lecturer Albarelli.

30f. Chaucer: An Introduction. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. A knowledge of Modern English grammar and its nomenclature, or a similar knowledge of another language, will be helpful. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor, irony and lyricism. We will read *The Parliament of Fowls*, *Troilus and Criseyde*, and some shorter poems. English 30f prepares students for English 31s on *The Canterbury Tales*. Three class hours per week.

First semester. Omitted 1999-00. Professor Chickering.

31s. Chaucer: *The Canterbury Tales*. A study of Chaucer's poetic achievements in the short narrative form collected within a single frame. Some attention to the fourteenth-century social and literary contexts of Chaucer's mature style, and to recent critical and theoretical approaches to it. Close reading, with emphasis on the hearing of tone and the recognition of myth and genre in language.

Requisite: English 30 or a reading knowledge of Middle English. Second semester. Omitted 1999-00. Professor Cody.

32f. Theatres of the Dead. In French, they're called *les revenants*, the nighttime visitors, literally, the ones who return. This course will focus on the theatricality of facing back, turning forward, and—above all—facing off: the Dead vs. the Living, Africa vs. Europe, Tradition vs. Revolution. We will begin by looking at how different cultures articulate public identity, and enforce collective participation through performance practices. We will study how the living—whether through poetry, parades, political rallies, or traditional masquerades—embody history and, by extension, how they both invite and coerce the dead to reappear: sometimes as mascots and tricksters, sometimes as sacrificial priests and charismatic elders.

We will consider how the metaphors of ritual cleansing, tonsure, cannibalism, burial, and cremation fuel fantasies of how the dead garner power to shed—in an absolute way—the defining forms of public identity; how they become the potent vehicles of satire and critique, but also the prototypes of commodity fetishism and fashion. We will study manifestos alongside canonical dramas, lyric incantations, plantation protests, and mystical histories, in addition to articles by anthropologists, literary theorists, and playwrights. We will seek to piece together the gestures of secret, esoteric cults. We will view cinematic depictions of ritual possession, and interpretations of the intercourse between dead and living colonies, including Cocteau's *Orphée* and Carné's *Les Visiteurs du Soir*, Daren's *Divine Horsemen* and Rouch's *Les Maîtres Fous*. One class meeting per week plus film screenings.

First semester. Professor Katz.

33. Sixteenth-Century English Literature. An introduction to poetry and drama by the major writers from Thomas Wyatt to William Shakespeare, including Philip Sidney, Edmund Spenser, Walter Raleigh, Thomas Kyd (*The Spanish Tragedy*), Christopher Marlowe (*Dr. Faustus*), William Shakespeare (*Sonnets*, *A Midsummer Night's Dream*, *1 King Henry IV*, *Hamlet*). Prose works by Thomas More (*Utopia*), Erasmus (*Praise of Folly*), Castiglione (*The Courtier*), Machiavelli (*The Prince*) will be read in translation. Topics such as mythology, wit, court life, political satire, romantic love, pastoralism, Platonism, Senecan style, and revenge tragedy will be discussed in their relation to particular texts. Some reference to modern critical approaches. Frequent writing.

First semester. Professor Cody.

34f. Theatricality. A comparative study of theatricality in seventeenth-century English, French, and Spanish drama. With reference to three distinct dramatic traditions, we will explore how artifice, extravagance, trickery, and tragedy are activated by and respond to the presence of a live audience. Primary texts to include plays by Shakespeare, Webster, Corneille, Racine, Lope de Vega, and Calderon. Secondary material to include selections from Jonas Barish on the anti-theatrical prejudice, Michael Fried on painting and theatricality, Judith Butler on theatricality, and gender construction.

Student teams will work together in a studio context, using principles of acting and design to imagine and analyze the staging of individual scenes. Three papers, with special emphasis on forging an elegant relationship between theatricality and expository style. Two class meetings per week.

Not open to first-year students. Requisite: At least one introductory course in the Department of Theater and Dance, or at least one course in literature or history in the period from 1500 to 1700. Limited to 15 students. First semester. Omitted 1999-00. Professor Katz.

35. Shakespeare. Readings in the histories, comedies, tragedies, romances, and poems, including selected *Sonnets*, *A Midsummer Night's Dream*, *1 Henry IV*, *As You Like It*, *Hamlet*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, and *The Tempest*. Three class hours per week.

First semester. Omitted 1999-00. Professor Sofield.

36. Shakespeare. Readings and discussions of selected plays. Emphasis will be on placing dramatic poetry in the context of stage history and practice, on probing the significance of Shakespeare's work for a twentieth-century audience, on finding the "contemporary" in the "timeless." The plays will include *The Taming of the Shrew*, *The Merchant of Venice*, *Measure for Measure*, *Othello*, *Antony and Cleopatra*, and *Cymbeline*.

Second semester. Professor Katz.

37s. Seventeenth-Century English Literature. An introduction to poetry and drama by major writers from Ben Jonson to John Dryden, including John Webster (*The Duchess of Malfi*), John Donne, Robert Herrick, George Herbert, Andrew Marvell, John Milton, and others. Topics such as satiric comedy (*Volpone*), revenge tragedy, "metaphysical" lyric, the new philosophy, monarchy and puritanism, pastoralism, epic (*Paradise Lost*) and mock epic (*Absalom and Achitophel*) will be discussed in their relation to particular texts. Some reference to modern critical approaches.

Second semester. Professor Cody.

38f. Major English Writers I. Main focus is on six men of letters from the seventeenth and eighteenth century: Ben Jonson, Milton, Dryden, Pope, Swift, Samuel

experience and memory of veterans; the mixed legacy of the anti-war movement. One three-hour class meeting per week.

Limited to 20 students. Second semester. Professor Ellis of Mount Holyoke College.

53. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended “confessional” narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an “abnormal” voice and to experiment with a “mad monologue.” The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts. Three class hours per week.

Open to Juniors and Seniors and to Sophomores with consent of the instructor. Requisite: Several previous courses in literature and/or psychology. First semester. Professor Peterson.

54f. “The Linguistic Turn”: Language, Literature and Philosophy. “The Linguistic Turn” is a first course in literary and cultural theory. Though it will devote some early attention to the principles and methods of linguistic analysis, this class is not conceived as an introduction to linguistics *per se*. We will be asking, instead, much broader questions about the nature of “language,” among them whether there is such a thing, and, if so, why it has come to define for us the nature of our contemporaneity.

Open to Juniors and Seniors. First semester. Professor Parker.

55. Childhood in African and Caribbean Literature. (Also Black Studies 29.) The course explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. We will examine the authors’ various methods of ordering experience through the choice of literary form and narrative technique, as well as the child/author’s perception of his or her society. French texts will be read in translation.

Open to first-year students with consent of the instructor. First semester. Omitted 1999-00. Professor Cobham-Sander.

56. Four African American Poets. A critical reading of Lucille Clifton, Michael Harper, Audre Lorde, and Jay Wright. Two class meetings per week.

Second semester. Omitted 1999-00. Professor Rushing.

57. Topics in Literary Theory. The topic varies from year to year. In fall 1998 the topic was “History and Fiction.” Featuring historical novels and philosophical texts from the nineteenth and twentieth centuries, this course considers a question long debated among philosophers, historians, and literary theorists: if history is a form of writing, how is such writing distinct—if indeed it is—from the representations of fiction? Works will include Scott’s *Waverley*, Hegel’s *Reason in History*, Lukács’s *The Historical Novel*, Marx’s *The Eighteenth Brumaire of Louis Bonaparte*, Eliot’s *Romola*, Nietzsche’s *On the Use and Abuse of History*, Freud’s *Moses and Monotheism*, and Pynchon’s *Mason & Dixon*.

A previous course in literary or cultural theory would be helpful. Open to Juniors and Seniors. First semester. Omitted 1999-00. Professor Parker.

58f. Modern Short Story Sequences. Although little studied as a separate literary form, the book of interlinked short stories is a prominent form of modern fiction. This course will examine a variety of these compositions in an attempt to understand

how they achieve their coherence and what kinds of "larger story" they tell through the unfolding sequence of separate narratives. Works likely to be considered include Lermontov's *A Hero of Our Time*, Hemingway's *In Our Time*, Isaac Babel's *Red Cavalry*, Joyce's *Dubliners*, Sherwood Anderson's *Winesburg, Ohio*, Jean Toomer's *Cane*, Eudora Welty's *Golden Apples*, Gloria Naylor's *Women of Brewster Place*, Raymond Carver's *Cathedral*. The course concludes with a significant independent project on a chosen modern (or contemporary) example of the form and its relation to preceding works.

Limited to 15 students. Preference given to Junior and Senior English majors. First semester. Omitted 1999-00. Professor Peterson.

60f. American Writers I. Readings of selected American authors with a particular focus on their relations to each other. The course will be divided into three separate units: *The Education of Henry Adams* and Du Bois' *Souls of Black Folk*; essays and poems by Emerson considered in relation to writings by Jonathan Edwards and the poetry of Wallace Stevens; comparative readings of works by William Faulkner (*As I Lay Dying*; *Absalom, Absalom*) and Toni Morrison (*Sula*, *Song of Solomon*).

A previous course in English is recommended. First semester. Omitted 1999-00. Professors Peterson and Townsend.

60. American Writers II. American writing comes in many forms and from many places. It has no single source culturally; no one Africa, no single Europe, many Asias, many different American Indian cultures. It has a mixed history, mixed identities, and many of its most challenging texts resist classification.

American writers have often celebrated these many mixtures. But mixture, the fear of it, of "miscegenation," actual and metaphoric, has also shaped American writing. In this course we will explore texts which mix genres, which resist monolithic notions of identity, and, in doing so, seem both central and marginal in the history of American writing. Writers studied will range from the eighteenth century to the present: Whitman, Mura, Jefferson, Rowson, Twain, Bulosan, Rivera, Fitzgerald, Larsen, Hagedorn and McElroy.

Not open to first-year students. Second semester. Professors O'Connell and Sánchez-Eppler.

61. Studies in American Literature. The topic varies from year to year.

First semester. Omitted 1999-00.

62f. Studies in Nineteenth-Century American Literature. This course will regularly examine, from different historical and theoretical stances, the literary and cultural scene in nineteenth-century America. The goal of the course is to formulate new questions and possibilities for investigating the history and literature of the United States.

Not open to first-year students. First semester.

1. AMERICAN LITERATURE IN THE AGE OF DEMOCRATIC CULTURE. Emerson stands at the center because he did so in his own time and, despite many fundamental revisions in our understanding of United States literary history, continues to do so. His search for what ought uniquely to constitute a democratic culture and literature remains, as it must, unfinished and contested. It generated splendid new forms of writing in its own time—think only of Thoreau, Whitman, and Dickinson. It also excited great controversy and disagreement from writers as disparate as Margaret Fuller, William Apess, Frederick Douglass, Nathaniel Hawthorne, and Herman Melville, each of whose work Emerson's thus shaped. The course will take as its primary

texts selections from Tocqueville's *Democracy in America* and Emerson's essays along with Emerson's most important interrogators: Apess, Douglass, and Stowe.

Recommended: English 60f or English 60, or English 61. Professor O'Connell.

2. WRITING AND REFORM. This course will treat literature as a response to and even in some cases a participant in the reforming ferment of the antebellum period. The writings of Davis, Dickinson, Douglass, Fern, Hawthorne, Melville, Stowe, Walker, Whitman, Wilson and selected slave narratives will be read in conjunction with historical discussions and documents on temperance, moral reform, abolition and women's rights. Such an approach should help us assess how these efforts to reform American society influenced the intellectual climate of the period, affecting both the themes and style of American literature. Conversely, we will go on to ask how these literary texts worked to change the way that political and social issues were understood.

Professor Sánchez-Eppler.

65. African American Literature I: A Survey. (Also Black Studies 65.) See Black Studies 65 for description.

First semester. Omitted 1999-00.

66. African American Literature II: A Survey. (Also Black Studies 66.) See Black Studies 66 for description.

Second semester. Professor Ferguson.

67s. Literature of the Civil Rights Movement. A reading of the literary and political strategies represented by Booker T. Washington's *Up From Slavery*, W.E.B. Du Bois' *The Souls of Black Folk*, Richard Wright's *Native Son*, and Ralph Ellison's *Invisible Man*; direct and indirect treatment of the movement in works by Baldwin, Brooks, Hansberry, Jones/Baraka, and Malcolm X; and the retrospective view of Alice Walker's *Meridian*. Three class hours per week.

Second semester. Omitted 1999-00. Professor Townsend.

68. Jewish Writers in America. An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity. The diversity among Jewish writers will also be explored. Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, Philip Roth, and Tillie Olsen. One two-hour meeting per week.

Not open to first-year students. Limited to 20 students. Second semester. Omitted 1999-00. Professor Guttmann.

69s. American Men's Lives. An examination of constructions of American manhood. Though we will go back to European sources and forward to the forms manhood takes in contemporary American culture, our main focus will be on the values and images developed in the hundred years following the Civil War. In readings and viewings of works by Wister, Remington, Whitman, Henry and William James, Hemingway, Baldwin, Mailer, Ford, and Scorsese (among others), we will consider men as fathers, sons, lovers, citizens, workers, and athletes.

To be taught in 1999-00 at Mount Holyoke College as History 301s, section 3. Enrollments in 300-level courses are limited. Students who pre-register must complete an application form, which is available at www.mtholyoke.edu/acad/hist/home.shtml. Not open to first-year students. Limited to 20 students. Second semester. Professor Townsend.

70f. African American Autobiographies: A Survey. (Also Black Studies 26f.) See Black Studies 26f for description.

First semester. Omitted 1999-00. Professor Rushing.

71. Contemporary American Culture: Beginnings. What constitutes contemporary American culture? What media are most central in expressing and shaping it? What social, political and economic phenomena do we think need to be named, explored, understood? Each of us lives within this unknown leviathan and is shaped by it in ways that are common across the United States and yet also different; thus, we are equally ignorant, potentially equally expert. For this reason, though we will begin with one or two preselected readings to assist us in naming what we as a group think most urgent or interesting to examine, it will be the responsibility of course members to develop the remainder of the syllabus collaboratively.

Limited to 15 Juniors and Seniors. Requisite: at least two previous courses in American culture or literature. First semester. Omitted 1999-00. Professor O'Connell.

73. "This New Yet Unapproachable America": A Survey of Asian American Writing. Emerson's phrase speaks, as fully now as when he wrote it, to the constant remaking of American literature and culture by the coming together in the United States of many different peoples. It also indicates how integral a part of American literature Asian American writing necessarily is. Only recently, however, have scholars and critics begun to discover and write about Asian American literature. This body of writing is extensive, rich, and diverse. Somewhat problematically, the term "Asian American" gathers under one heading the substantially different histories of people originally from many parts of the continent. The primary aim of the course is to introduce students to the range and abundance and quality of Asian American writing from the poems in Chinese left on the walls at Angel Island to the postmodern stories of Jessica Hagedorn.

Not open to first-year students. Recommended: English 60f or 60, or English 61. First semester. Professor O'Connell.

74f. Performance of African American Literature. This course will explore the African American novel as both a literary and a cultural text. Reading these novels as literary texts, we will discuss narrative structure, plot construction, literal and figurative language, and closure. Reading them as cultural texts, we will discuss historical (political and social) dynamics of these novels as they reflect the African American experience.

Through solo, duo, and group performances we will also examine how all of these elements may be understood more meaningfully if we shift the emphasis from the author/reader relationship to that of performer/audience.

Not open to first-year students. Limited to 20 students. First semester. Omitted 1999-00. Professor Johnson.

SEMINARS IN ENGLISH STUDIES. These courses all emphasize independent inquiry, critical and theoretical issues, and extensive writing. They are normally open only to Juniors and Seniors and limited to 15 students. Preference is given to declared English majors in their junior year, who are strongly advised to elect 75 then and not later. Although this seminar is a requirement for the major, the Department cannot guarantee admission to Seniors in their second semester.

The Department offers at least three sections of English 75 every semester. In the course of the full academic year, sections will be offered in at least the following six areas: poetry, fiction, film, drama, criticism and theory, and literature before 1800. Each instructor will specify appropriate requisites.

75. Seminar in English Studies. Four sections will be offered in the first semester, 1999-00.

1. PROUST AND BECKETT. A critical reading of the fiction of two important modernist writers. The reading in Proust will center primarily on selections (in English) from *A la Recherche du temps perdu/In Search of Lost Time* (especially from *Swann's Way*, *The Guermantes Way*, *Sodom and Gomorrah*, and *Time Regained*). The reading in Beckett will center on selected short fiction, early and late, together with *Murphy* and *Molloy* with possible attention to *Malone Dies* and *The Unnameable* if there is time. Two class meetings per week.

Preference will be given to Juniors and to those who have had a course in the nineteenth- or early twentieth-century English or French novel. Professor Cameron.

2. MAJOR CARIBBEAN WRITERS. (Also Black Studies 35.) During the twentieth century, Caribbean intellectuals like Aimé Césaire, Derek Walcott, Wilson Harris, and Antonio Benítez-Rojo have established themselves internationally as innovative writers of poetry and prose. They have also made significant theoretical interventions in modernist and postcolonial debates about literary language and form. However, the distinctions *between* them have often been overlooked. This course examines the literary and theoretical legacies of major Caribbean writers, within and beyond their countries of origin. The writers whose work we will consider will vary from year to year. This year, the writers are Derek Walcott, V.S. Naipaul and Kamau Brathwaite.

Limited to 15 students. Preference to junior and senior English majors. Professor Cobham-Sander.

3. SHAKESPEARE SEMINAR. Four texts, to be read slowly in conjunction with a substantial selection of the commentary on them, from Samuel Johnson to Stephen Greenblatt and Harold Bloom. The texts are the *Sonnets* and three varyingly dark comedies, each generically different from the others: the "romantic" comedy *Twelfth Night*, the "problem" comedy *Measure for Measure*, and the "romance" *The Winter's Tale*. A long paper on one of these texts and shorter ones on the other three. Two class meetings per week.

A course in Shakespeare or the non-dramatic literature of the sixteenth- or seventeenth-century would be helpful. Professor Sofield.

4. THE NON-FICTION FILM. The study of a range of non-fiction films, including (but not limited to) the "documentary," ethnographic film, autobiographical film, the film essay. Will include the work of Eisenstein, Vertov, Ivens, Franju, Ophuls, Leacock, Kopple, Gardner, Herzog, Chopra, Citron, Wiseman, Blank, Apted, Marker, Morris, Joslin, Riggs, McElwee. Two film programs weekly. Readings will focus on issues of representation, of "truth" in documentary, and the ethical issues raised by the films.

Senior Lecturer von Schmidt.

75s. Seminar in English Studies. Three sections will be offered in the second semester, 1999-00.

1. FLAUBERT/ELIOT/JAMES. A critical reading of five novels from the later nineteenth-century canon: *Madame Bovary*, *The Sentimental Education*, *Middlemarch*, *The Portrait of a Lady*, *The Ambassadors*. Two class meetings per week.

Professor Cameron.

2. LITERARY CRITICISM. Readings in the major English and American critics of literature from the last hundred or so years: Matthew Arnold, T.S.

Eliot, I.A. Richards, Ezra Pound, F.R. Leavis, William Empson, Yvor Winters, Edmund Wilson, Randall Jarrell, Lionel Trilling, Northrop Frye, Kenneth Burke. Contemporary examples such as Harold Bloom, Helen Vendler, Stanley Fish, Richard Poirier. Their criticism will be treated always in relation to particular poems, verse drama, fiction. Investigation of terms like tone, metaphor, irony, rhetoric, sincerity, rhythm, character as they have been used to describe literary effects. The aim of the course is to extend and complicate our ways of criticizing what we read, also to appreciate for their own sake some classics of modern criticism.

Professor Pritchard.

3. AFRICAN AMERICAN ORAL TRADITIONS. (Also Black Studies 36.) In sub-Saharan Africa and many places in its American diaspora, the spoken, rather than the written, is the word of power. This course examines the continuing connections between African American oral forms—like children's games, folk tales, work songs, ballads, spirituals, sermons, proverbs, the blues, signifying, scatting, storytelling and "lyin"—and written literature which incorporates and builds on them. We will read such texts as: Gayl Jones' *The Healing*, James Weldon Johnson's *God's Trombones*, James Alan McPherson's *Elbow Room*, Toni Cade Bambara's *The Salt Eaters*, John Edgar Wideman's *Brothers and Keepers*, Paule Marshall's *Praisesong for the Widow*, and Brenda Marie Osbey's *All Saints: New and Selected Poems*.

Limited to 15 students. Preference to junior and senior English majors.
Professor Rushing.

76. Old English and Beowulf. This course has as its first goal the rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poems, such as *The Wanderer* and *The Battle of Maldon*, will be read in the original, with emphasis on literary appreciation as well as linguistic analysis. After that, our objectives will be an appreciation of *Beowulf* in the original, through the use of the instructor's dual-language edition, and an understanding of the major issues in interpreting the poem. Students will declaim verses and write short critical papers. Three class hours per week.

Open to first-year students with consent of the instructor. Second semester.
Professor Chickering.

80. Studies in Classic American Film. Historical, theoretical and critical study of the Hollywood film. In spring 1999 the course studied the work of four classic American directors: D.W. Griffith, John Ford, Orson Welles, and Martin Scorsese. Three hours (two meetings) per week plus screenings.

Requisite: English 19s or another film course. Limited to 20 students. Second semester. Omitted 1999-00. Professor Cameron.

81s. Film Noir and the Art of Hollywood Film. An introduction to film study using the genre of *film noir* as a point of focus. *The Maltese Falcon* (1941), *Shadow of a Doubt* (1943), *Woman in the Window* (1944), *Double Indemnity* (1944), *Mildred Pierce* (1945), *The Killers* (1946), *The Big Sleep* (1946), *Out of the Past* (1947) are all *films noirs*. These and other films of the 1940s and 1950s will be studied in relation to some of the chief concerns of contemporary criticism: the literary sources of the screenplays (Hammett, Cain, Hemingway, Chandler, Greene, et al.); the studio method of production in Hollywood (casting, *mise en scène*, lighting and camera work, editing, location shooting, the coming of color and the wide screen; the *auteur* theory of directors' styles (Huston, Wilder, Curtiz, Siodmak, Hawks, Tourneur) and the structuralist theory of genre; the anticipations and aftermath of *film noir*, its international history (Lang, M, Fury, Hitchcock, *The 39 Steps*,

Welles, *Citizen Kane*, Reed, *The Third Man*, Melville, Wenders); the feminist and psychoanalytical perspectives on gender imagery ("patriarchal discourse," *femmes fatales*, etc.). Some reference to other Hollywood genres of the 1930s and 1940s and after—the gangster story and the screwball comedy; women's melodrama. Some reference to the current cycle of American *neo-film noir* (*Klute*, *Chinatown*, *Body Heat*, *One False Move*, etc.). Students beginning their study of film will be referred to relevant parts of the grammar of film language in a primer such as Bordwell and Thompson's *Film Art*. Frequent short papers. Three class hours per week plus two weekly screenings.

Second semester. Omitted 1999-00. Professor Cody.

82. Production Workshop in the Moving Image. An introductory course in the production and critical study of the moving image as an art form: hands-on exercises with video camcorder and editing equipment, supplemented with screenings and critical reading.

Limited to 15 students. Admission with consent of the instructor. (Contact English Department before Registration.) Second semester. Five College Professor Subrin.

83. The Non-Fiction Film. To be taught in 1999-00 as English 75, section 4. See English 75, section 4, for description.

Limited to 25 students. First semester. Senior Lecturer von Schmidt.

84f. Topics in Film Study. The topic varies from year to year. In fall 1997 the topic was: "Film Theory and Criticism." Topics in classic and contemporary film theory and criticism are brought to bear upon careful study of a few selected films in the hope that the commentary and the films will provoke, question, and illuminate each other.

Requisite: A course in film study, in literary or critical theory, or consent of the instructor. First semester. Omitted 1999-00. Professor Cameron.

85s. Proust/Nabokov/Beckett. A critical reading of several novels from the canon of European modernism: from *In Search of Lost Time/Remembrance of Things Past* (*Swann's Way* and excerpts from the later sections of the novel), *Pnin*, *Pale Fire*, *Murphy*, *Molloy*. Two class meetings per week.

Not open to first-year students. Second semester. Omitted 1999-00. Professor Cameron.

86f. James Joyce. Readings in *Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and some portions of *Finnegans Wake*. Two class meetings per week.

Not open to first-year students. First semester. Omitted 1999-00. Professor Cameron.

TUTORIALS. Independent work under the guidance of a tutor.

87, 87s. Senior Tutorial. Open to Senior English majors who wish to pursue a self-defined project in reading and writing. Admission is by consent of the Department. Students intending to elect this course must submit to the Department a five-page description and rationale for the proposed independent study by the end of the first week of classes in the first semester of their senior year. Those who propose projects in fiction, verse, playwriting, or autobiography must submit a substantial sample of work in the appropriate mode; students wishing to undertake critical projects must include a tentative bibliography with their proposal.

First semester.

88f, 88. Senior Tutorial. A continuation, where appropriate, of English 87. Those students intending to continue independent work are required to submit to the Department, no later than the beginning of their second senior semester, a five-page prospectus describing in detail the shape of their intended project.

Admission is by consent of the Department. Second semester.

D87, D88. Senior Tutorial. This form of the regular course in independent work for Seniors will be approved only in exceptional circumstances.

First and second semesters.

89. Production Seminar in the Moving Image. The topic varies from year to year. In fall 1999 the topic will be "Non-Fiction Production: Theories and Practice." The aims of this seminar are two-fold: first, to continue our exploration into the art of film and video through production workshops, camera and editing exercises, and self-directed projects. Second, to continue an introduction to the aesthetics and forms of film and video art through weekly screenings, readings, writing, and class discussion. This semester's selected topic will act as a loose construct to examine the nature, form, and function of non-fiction film/video practices by focusing on its outer limits—the places where its status and meaning (as documentary) is challenged.

Not open to first-year students. Five College students welcome. Requisite: English 82. Admission with consent of the instructor. (Contact English Department before Registration.) Limited enrollment. First semester. Five College Professor Subrin.

90f. American Film and Video After 1950: Avant-Garde, Underground, Independent. This course explores the rich and diverse history of American film-making outside of the Hollywood studio system. We will look at experimental and avant-garde films by, among others, Deren, Anger, Conner, Brakhage, Frampton, Friedrich, Ono, Warhol, and Trinh, examining how these works engage and redefine aesthetic—and, quite frequently, political—issues. We will pay particular attention to the intersection of political and aesthetic radicalism, as many of these works engage issues of class, race, gender, or sexuality by means of provocative formal innovations. In addition, we will view independent films by Cassavetes, Altman, Lee, Scorsese, Harris, Sayles, and others, examining how innovations worked out in the "laboratories" of experimental film-makers have influenced independent and popular cinema. We will also consider films by artists such as Burnett and Dash who have produced both experimental and feature-length work. The course will conclude with an examination of more recent video works by Gilliam, Woolery, Viola, Reeves, and others. Weekly readings in film history, theory, and criticism. Three class hours and up to two screenings per week.

Not open to first-year students. Requisite: English 19s or another film course. Limited to 20 students. First semester. Professor Barr.

92. Poetry and Nationality. This course combines an examination of how major English poets of this century have dealt with the decline and transformation of their country (through the work of writers such as Edward Thomas, Auden, and Larkin) with an exploration of concepts of nation in other important English-language poets (for example Frost's relationship with America, Yeats's with Ireland, and the complex attitudes to nationality of major contemporary poets such as Derek Walcott and Les Murray). Two class meetings per week.

Second semester. Visiting Writer Maxwell.

94. The Grammar of English. An examination of the structure and history of English grammar through descriptive and exemplary readings. Students will analyze both their own sentences and those of literary and non-literary texts, with special attention to relationships between syntax and style. Other topics will include gender differences in usage, ethnic and regional grammars, and the social uses of prescriptive grammar. Literary selections will be from such writers as Shakespeare, Pope, Johnson, Keats, Dickens, Dickinson, James, Hemingway, Faulkner, Joyce, Stein, Woolf, Cisneros, Baraka, Cleaver, and Morrison. Media and popular culture will also provide examples.

Open to Juniors and Seniors. Requisites: One English course numbered 1 to 18 and one upper-level English course; exceptions by consent of the instructors. Second semester. Omitted 1999-00. Professors Barale and Chickering.

95. The Art of Letter Writing. Love letters, acrimonious letters, imaginary letters. We will begin by reading plays and short fiction in which events turn on the existence of a letter or in which metaphors of letter-writing, sealing, and transmission unfold through the structure of texts. We will look at the actual correspondence of writers ranging from Lord Byron to Kafka to Genet. Most important, we will consider the ways in which a letter differs from public discourse, affording a written form in which intellectual inquiry and debate can take place intimately. We will study the correspondence of writers and artists, scientists and thinkers, including Leibniz, Van Gogh, and Freud. Each student will be asked to personalize the material he or she is covering in other courses (e.g., Biology, Jurisprudence, Art History), addressing it in the form of actual letters to acquaintances both in and outside of the class. Along the way, we will compare and consider ways of wedding the lost art of the letter to the new art of e-mail. Two class meetings per week.

Not open to first-year students. Limited to 15 students. First semester. Professor Katz.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters. The Department.

99. Caribbean Poetry: The Anglophone Tradition. (Also Black Studies 37.) A survey of the work of Anglophone Caribbean poets, alongside readings about the political, cultural and aesthetic traditions that have influenced their work. Readings will include longer cycles of poems by Derek Walcott and Edward Kamau Brathwaite; dialect and neoclassical poetry from the colonial period, as well as more recent poetry by women writers and performance ("dub") poets.

First semester. Omitted 1999-00. Professor Cobham-Sander.

RELATED COURSES

Strange Russian Writers. See First-Year Seminar 13.

First semester. Professor Peterson.

Close Reading. See First-Year Seminar 15.

First semester. Professor Sofield and Senior Lecturer von Schmidt.

Short Stories from the Black World. See Black Studies 23s.

Second semester. Professor Rushing.

New Latin American Cinema. See Kenan Colloquium 17.

Limited to 25 students. First semester. Professors Cameron and Corrales.

Sexuality and Culture. See Women's and Gender Studies 31.

Preference given to Juniors and Seniors who have taken one course in either English or Women's and Gender Studies. Limited to 30 students. First semester. Professors Barale and Frank.

EUROPEAN STUDIES

Advisory Committee: Professors Bezucha, Brandes, Caplant, Cheyette, Chickering†, de la Carrera, Doran, Griffithst, Hewitt, Hunt, Machala‡, Maraniss (Chair, second semester), P. Marshall, Rabinowitz, Rosbottom‡ (Chair, first semester), Sinos‡, Stavans, and Tiersky‡; Associate Professors Barbezat, Courtright*, Damon, Rockwell, and Rogowski‡; Assistant Professors Katz and Staller; Senior Lecturer Schütz; Visiting Assistant Professor Martel.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. Comparative literary studies, interdisciplinary work in history, sociology, philosophy, political science or economics involving one or more European countries are possible approaches to the major. The student will select the six core courses in consultation with the Chair and an appropriate advisory subcommittee of the Program. Of these six courses, two will be independent research and writing during the senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies D77 or D78), in which case the total number of courses required to complete the major becomes seven. In addition, a major will take European Studies 21 and 22 during the sophomore year or as soon as he or she elects a European Studies major.

Save in exceptional circumstances, a major will spend at least one semester of the junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the senior year he or she will give an oral presentation to faculty and students in the Program of his or her independent research and writing in progress. Because of the self-designed nature of the European Studies program, the thesis plays a major role in integrating the student's work in the program. Superior achievement in the thesis project will be considered for recommendation for the degree with Departmental Honors.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

When designing his or her course schedule, a major should consult regularly with the advisory subcommittee and should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges.

*On leave 1999-00.

†On leave first semester 1999-00.

‡On leave second semester 1999-00.

11s. The Self in the World. To understand the world, one must first know the "self": this idea has informed much European art and literature. This course will study the following: fiction and poetry where the identity of the protagonist is a major theme; non-fictional, first-person narrative (that is, "autobiography"); and self-portraiture in painting and sculpture. The purpose is to understand the role that identity—the sense of a distinct self—has played in European thought and art. We will study a wide range of authors and works, including St. Augustine, Montaigne, Rousseau, Wordsworth, Joyce, and Woolf, as well as such artists as Dürer, Rembrandt, van Gogh, and Picasso. Two class meetings per week.

Second semester. Omitted 1999-00. Professor Rosbottom.

13. The Millennium in European Thought. (Also Religion 67.) The millennium has stood as a symbol of the end of the present world order and the inauguration of a new one. This course will explore the roots of this symbol in writings of Second Temple Judaism and in formative writings of early Christianity, its reappearance in Late Antiquity and Byzantium, and its flourishing in the medieval period before turning to its influence on movements in the modern era in Europe. The class will not only look at millennial writings, but also artistic interpretations of the end of the world. Two class meetings per week.

First semester. Omitted 1999-00. Professor Doran.

14f. Napoleon's Legends. Napoleon Bonaparte's legacy in domestic and international politics and military strategy profoundly influenced nineteenth- and twentieth-century Europe. But so did his legend, created before his great defeat and exile, and nurtured after his death in 1821. In this course, we will study painting (e.g., David and Goya), narrative fiction (e.g., Austen, Balzac, Stendhal, and Tolstoy), poetry (e.g., Wordsworth and Hugo), music (e.g., Beethoven), urban history and architecture (e.g., of Paris), and the silent and sound films of the first half of our century (e.g., Gance). We will examine how different generations and a variety of cultures appropriated the imagined and real image of Napoleon and his deeds for social, political, and artistic ends, and thereby influenced the creation of modern Europe. Two class meetings per week.

Limited to 25 students. First semester. Omitted 1999-00. Professor Rosbottom.

21. Readings in the European Tradition I. Readings and discussion of a series of related texts from Homer and Genesis to Dante: Homer's *Iliad* and *Odyssey*, selected Greek tragedies, selected dialogues of Plato, Vergil's *Aeneid*, selections from the *Bible*, Augustine's *Confessions*, and Dante's *Divine Comedy*. Three class meetings per week.

Open not only to European Studies majors but also to any student interested in the intellectual and literary development of the West, from antiquity through the Middle Ages. Required of European Studies majors. Limited to 25 students. First semester. Professor Doran.

22. Readings in the European Tradition II. Reading and discussion of works of literature that have contributed in important ways to the definition of the European imagination: Machiavelli's *The Prince*, Cervantes' *Don Quixote*, two plays of Shakespeare, Racine's *Phaedra*, Molière's *Tartuffe*, Descartes' *Discourse on Method*, Milton's *Paradise Lost*, Hume's *Dialogues Concerning Natural Religion*, Rousseau's *Discourse on the Origin of Inequality*, Voltaire's *Candide*, Goethe's *Faust I*, selected poems of Wordsworth, Marx's *Communist Manifesto*, J. S. Mill's *On Liberty*, Flaubert's *Madame Bovary*, Tolstoy's *War and Peace*, Freud's *Three Essays on the Theory of Sexuality*, and Thomas Mann's *Death in Venice*. Open not only to European Studies majors but also to any student interested in the intellectual

and literary development of Europe from the Renaissance to the twentieth century. Two class meetings per week.

Suggested requisite: European Studies 21. Required for European Studies majors. Limited to 25 students. Second semester. Professor to be named.

23s. The Age of Chivalry: Women, Knights, and Poets. (Also Women's and Gender Studies 22.) Although "chivalry" is now considered a quaint term describing male conduct in love and war, the concept was originally shaped in part by women, not only as the objects of male desire but also as patrons of poets and musicians. This course will focus on the literature and music produced for the courts of two twelfth-century rulers: Ermengard of Narbonne, patron of the troubadours and Marie de Champagne, patron of the romance-writer Chrétien de Troyes. To explore the power structures and ideologies of chivalric culture, we will also read chronicles, charters, and other documents; analyze the iconography of manuscript images; and sing troubadour songs (no prior knowledge of music is expected). All texts will be read in translation, and in dual-language editions where possible. Two class meetings per week.

Second semester. Omitted 1999-00. Professors Cheyette and Chickering.

24. Poetic Translation. This is a workshop in translating poetry into English from another European language, preferably but not necessarily a Germanic or Romance language (including Latin, of course), whose aim is to produce good poems in English. Students will present first and subsequent drafts to the entire class for regular analysis, which will be fed by reference to readings in translation theory and contemporary translations from European languages. Two class meetings per week.

Limited to 12 students. Second semester. Professor Maraniss.

25s. Jewish Literature. A survey of Jewish fiction from around the world in English translation. Special attention will be given to Yiddish writers from the nineteenth century (Mendele Moykher Sforim, Sholem Aleichem), Eastern European and Russian masters (Isaac Babel, Bruno Schulz, Danilo Kiš), as well as contemporary American, Israeli, and Latin American authors. Themes to be discussed: Memory and exile, orthodoxy and secularism, nationalism and isolation. Two class meetings per week.

Limited to 40 students. Second semester. Professor Stavans.

27. The Rise, Fall and Rebirth of Yiddish Culture. This course will span from the early beginnings in the thirteenth century and the microcosm of the *shtetl* to the Holocaust, the creation of the State of Israel in 1948, and present-day United States. We will use language as a guide in a journey through Eastern European and American Yiddish films, music, theater, and literature. Topics will include internal bilingualism, verbal identity, and *shnaltz*. Special attention will be given to crucial figures and artistic movements such as Mendele Moykher Sforim, Sholem Aleichem, I.L. Peretz, Isaac Bashevis Singer, Jacob Glatsteyn, Moyshe-Leyb Halpern, Molly Picon, Maurice Schwartz, Die Yunge, and Holocaust writing.

Limited to 25 students. First semester. Omitted 1999-00. Professor Stavans.

28. Political and Cultural Crises of Modern Europe, 1789-1960. (Also Political Science 29s.) Modern European history since the French Revolution is, on the one hand, a story of national *grandeur*, economic development, progressive politics, and cultural dynamism. But it is also a record of great wars, of national and class egoism, religious and racial intolerance, and infamy—Imperialism, Colonialism, Totalitarianism and the Holocaust.

How have modern Europe's political theorists and intellectuals explained such dualities of thought and action? Are there lessons of universal value in what Europeans did and said? Or was modern Europe, once the center of the world system, unique? Do Europe's old demons still, even in the age of European integration, threaten the continent's development?

The course will draw on an eclectic menu of modern and contemporary European sources, including Tocqueville, Marx, Michelet and Ernest Renan, J.A. Hobson, Lenin, Heine, Heinrich and Thomas Mann, Hitler, Simone Weil, Hannah Arendt, de Gaulle, Churchill, Simone de Beauvoir, Jean Monnet, Fanon, Sartre, Luigi Barzini, Solzhenitzyn, the Kundera-Brodsky debate, Margaret Thatcher, Vaclav Havel, and others. A few films will also be shown. Two class meetings per week.

Second semester. Omitted 1999-00. Professor Tiersky.

30. Eighteenth-Century Art in Europe. (Also Fine Arts 89s.) See Fine Arts 89s for description.

Second semester. Omitted 1999-00. Professors Courtright and Rosbottom.

77, D77, 78, D78. Senior Departmental Honors.

97, 98. Special Topics.

RELATED COURSES

For related courses see especially the offerings in European areas in the Departments of Classics, Economics, English, Fine Arts, French, German, History, Music, Philosophy, Political Science, Religion, and Spanish.

FINE ARTS

Professors Abiodun*, Clark (Chair), Courtright*, Morse, R. Sweeney, and Upton*. Assistant Professors Godfrey and Staller; Visiting Assistant Professors Kellum, Stack, Swarts, and Vendryes.

Major Program. The Fine Arts major offers the broadest possible means for developing a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. Although this objective may be accomplished either with emphasis upon work in art history and criticism or the practice of art, the major program is designed to identify and serve each student's personal interests and capacities through an integrated engagement in the Fine Arts. The work of each major will be directed by an advisory committee.

Course Requirements. A major will consist of a minimum of ten courses in Fine Arts of which at least three will be taken in the history of art and three in the practice of art. Fine Arts 1 and Fine Arts 2 are required. Majors who take three of the following courses—Fine Arts 32, Fine Arts 35, Fine Arts 45, Fine Arts 54, Fine Arts 59, Fine Arts 68—will be exempt from Fine Arts 1. Either Fine Arts 59 or 68 is recommended. Majors who take Painting I, Sculpture I and Basic Drawing will be exempt from Fine Arts 2. With departmental permission, majors may elect a Fine Arts 97-98 program of individual work; likewise, a limited number of courses in other departments of Amherst College or neighboring institutions may be accepted as partial fulfillment of the major program.

*On leave 1999-00.

Both majors and non-majors should be aware that numerous courses in other departments of the College offer serious opportunities for them to complement their work in Fine Arts. Though not necessarily counting toward the major, such courses range from topics as obviously relevant as aesthetics, religion, history and the other arts to such perhaps less apparent studies as anthropology, geology, and the history of economics and science. Departmental advisors will assist students in their course selection so as to maximize the possibilities represented by such collateral study.

Students who are thinking of graduate work either in the practice of art (including architecture, conservation, *et al.*) or in art history, should try to identify that interest as early as possible so that they may take advantage of departmental counsel regarding such preparation as may be necessary (*e.g.*, GRE's, portfolios, foreign language skills, science background). The department faculty is also, of course, happy to discuss career options and prospects with both majors and general students.

Course Levels in the Department of Fine Arts. The Fine Arts curriculum is designed to direct students through studio and history of art courses at increasing levels of complexity. Introductory level courses assume no previous experience. Middle level courses are more focused on specific issues, periods, or cultures. All upper level courses and seminars require a serious commitment to independent work.

Departmental Honors Program. Candidates for Honors will, with departmental permission, take Fine Arts 77-78 during their senior year. Fine Arts 77-78 will be counted towards the ten-course requirement for the major.

INTRODUCTION TO THE FINE ARTS

Fine Arts 1 and 2 provide the student with an introduction to the study of the Fine Arts through the complementary approaches of history and practice. Either course may be taken independently of the other and may be taken in any sequence.

1. History of Art. An introduction to works of art as the embodiment of cultural, social, and political values from ancient civilizations to the present. Students will approach a selected number of paintings, sculptures, and buildings from a number of perspectives, and the course will address various historical periods, artists, and themes that are united by a contemplation of the uniquely artistic expression of meaning in visual form. Three lectures and one discussion section per week (each discussion section limited to 25 students). Introductory level.

Limited to 75 students. First semester. Professor Clark.

2. Practice of Art. An introduction to the formal issues of pictorial and sculptural construction. We will examine the major elements of linear and atmospheric perspective, line, value, color, form, texture, two-dimensional and three-dimensional composition. A weekly lecture, the study of old and new masters' work, and exercises will constitute in-class work; there will be weekly out-of-class assignments. Two two-hour class periods per week. No prior studio experience required nor special talent expected.

Not open to students who have taken Fine Arts 4f or 4, 15, or 15s. Limited to 40 students. Second semester. Professor Sweeney.

4f. Basic Drawing. A fundamental representational drawing course concentrating on the human figure but including work with still-life, room interior, and landscape subjects to develop the student's skill and knowledge in the techniques and uses of drawing. Two three-hour meetings per week.

Students who have completed Fine Arts 4f cannot receive credit for Fine Arts 4. Each section limited to 20 students. First semester. Section 1: Professor Godfrey; Section 2: Professor Stack.

4. Basic Drawing. Same description as Fine Arts 4f.

Students who have completed Fine Arts 4 cannot receive credit for Fine Arts 4f. Second semester. Professor Stack.

PRACTICE OF ART: MIDDLE LEVEL STUDIO COURSES

13. Printmaking I. An introduction to intaglio (metal plate) printmaking that introduces the student to drypoint, engraving, and a variety of etching processes. Particular attention will be paid to the interrelationship between the repeatable nature of prints and the unique character of drawings and the notion of printmaking as an extension and codification of drawing procedures. Regular class discussions and critiques will be held.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 16 students. First semester. Professor Stack.

14f. Sculpture I. An introduction to the principles and techniques of the art of three dimensions using both figurative and non-figurative subjects. A wide variety of materials and processes will be explored. Two three-hour class meetings per week.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 18 students. First semester. Professor Godfrey.

15s. Painting I. A set of studio projects to explore fundamental techniques in oil painting, with emphasis on figurative composition. Two three-hour meetings per week.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 18 students. Second semester. Professor Sweeney.

16. Problems in Digital Imaging. Like painters at the middle of the nineteenth century considering the recent invention of photography, contemporary artists tend to view digital technology with either fervent suspicion or tremendous excitement. This is a studio course that will explore the following questions: Can the computer be a meaningful tool for creating serious works of art? Are certain visual and philosophical problems better served by digital technology? What are the broad implications of our digital future? Will the computer radically reconfigure pictorial vision? Perhaps most importantly: are the essential problems of digital space any different from those facing more traditional artists?

Requisite: Art 2 or 4 or 4f; experience with Macintosh platform. Limited to 12 students. Second semester. Professor Swarts.

18f. Photography I. An introduction to black-and-white still photography. The basic elements of photographic technique will be taught as a means to explore both general pictorial structure and photography's own unique visual language. Emphasis will be centered less on technical concerns and more on investigating how images can become vessels for both ideas and deeply human emotions. Weekly assignments, weekly critiques, readings, and slide lectures about the work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice. Two three-hour meetings per week.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 12 students. First semester. Professor Swarts.

18. Photography I. Same description as Fine Arts 18f.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 12 students. Second semester. Professor Swarts.

21s. Three-Dimensional Design. The course explores the world of objects. We are surrounded by them and take them for granted, but each chair, lamp, package, or pen was made by a process of design. In a series of problems students will be asked to design and build in a wide variety of materials. Problems will focus on structure, presentation, and invention. The development of design styles will be studied. While Basic Sculpture explores the language of three dimensions from an expressive point of view, three-dimensional design approaches the same language from the view of a problem solver.

Limited to 15 students. Second semester. Omitted 1999-00.

PRACTICE OF ART: UPPER LEVEL STUDIO COURSES

22f. Drawing II. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two two-hour meetings per week.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

22. Drawing II. Same description as 22f.

Second semester. Professor Godfrey.

24. Sculpture II. A studio course which investigates more advanced techniques and concepts in sculpture leading to individual exploration and development. Projects cover figurative and abstract problems based on both traditional themes and contemporary developments in sculpture, including: clay modeling, carving, wood and steel fabrication, casting, and mixed-media construction. Weekly in-class discussion and critiques will be held. Two three-hour class meetings per week.

Requisite: Fine Arts 14f or consent of the instructor. Limited to 12 students. Second semester. Professor Godfrey.

26f. Painting II. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Two three-hour class meetings per week.

Requisite: Fine Arts 15s or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

27s. Printmaking II. This course is an extension of intaglio processes introduced in Fine Arts 13, with the addition of more complex procedures such as multiple plate printing and color printing. Special emphasis will be placed upon the idea of layering and overlap as a graphic procedure central to printmaking and an important component in the creation of form in prints. Students will also be introduced to relief printing and monoprints. There will be weekly critiques and discussions.

Requisite: Fine Arts 13 or consent of the instructor. Limited to 16 students. Second semester. Professor Stack.

28f. Photography II. A continuing investigation of the skills and questions introduced in Fine Arts 18. Advanced technical material will be introduced,

but emphasis will be placed on locating and pursuing engaging directions for independent work. Weekly critiques, readings, and slide lectures about the work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice.

Requisite: Photography I or consent of the instructor. Limited to 12 students. First semester. Professor Swarts.

28. Photography II. Same description as Fine Arts 28f.

Second semester. Omitted 1999-00.

HISTORY OF ART: WESTERN ART

31. The Monastic Challenge. A search for spiritual efficacy in the art and architecture of France during the twelfth and thirteenth centuries both within contemporary ecclesiastical and denominational limitations and independent of them. By learning how to recognize, define and respond to the artistic principles and practices at work in a series of "romanesque" and "gothic" monuments including the abbeys of Fontenay, Vézelay and Mt. St. Michel and the cathedrals of Laon, Paris, Chartres, Amiens and Reims, we will try to engage directly the human aspiration these structures embody and contrast their attainment to the character of the world we currently inhabit. Comparison with two literary masterpieces from the period, the *Song of Roland* and *Tristan and Isolde* will help to focus the particular values of this medieval challenge to our own era. Two class meetings per week.

First semester. Omitted 1999-00. Professor Upton.

32. Art and Architecture of Europe from 300 to 1500 C.E. By learning how specifically to encounter the transcendent symbolism of the catacombs of Rome, the devotional intensity of monastic book illumination, the grandeur and vision of the first basilica of St. Peter, the Byzantine church of Hagia Sophia, and selected monasteries and cathedrals of France, we will trace the artistic realization of the spiritual idea of Jewish and Christian history from the transformation of the Roman Empire in the fourth century C.E. to the apocalyptic year of 1500 C.E. Several prophetic masterpieces by Albrecht Dürer, Leonardo da Vinci and Michelangelo Buonarroti completed on the very eve of the modern world will reveal a profound "forgotten awareness" crucial to our collective and private well being but long obscured by the "renaissance" bias that called this period "medieval." Two class meetings per week.

Second semester. Omitted 1999-00. Professor Upton.

33. Art and Architecture in the Ancient Roman World. This course will treat the interrelationships of art and power in the visual culture of the ethnically diverse Roman Empire. Imagery produced in a wide geographical and chronological range—from North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, from the first century B.C.E. to the fourth century C.E.—will be the subject of study.

Professor Kellum of Smith College.

35. Art and Architecture of Europe from 1400 to 1800. This course is an introduction to painting, sculpture, and architecture of the early modern period. The goal of the course is to identify artistic innovations that characterize European art from the Renaissance to the French Revolution, and to situate the works of art historically, by examining the intellectual, political, religious, and social currents that contributed to their creation. In addition to tracing stylistic change within the *oeuvre* of individual artists and understanding its meaning, we will investigate

the varied character of art, its interpretation, and its context in different regions, including Italy, France, Spain, Germany and the Netherlands. Middle level.

First semester. Omitted 1999-00. Professor Courtright.

36f. Fifteenth and Sixteenth Century Art in Italy. This course treats painting, sculpture, and architecture of the periods known as the Early and High Renaissance, Mannerism, and the Counter Reformation. Emphasis will be upon the way ideas concerning creativity, originality, and individuality are expressed in the form and content of art, how art conformed or conflicted with the societies and patrons that sponsored it, and how art and attitudes towards it changed over time. Rather than taking the form of a survey, this course will examine in depth selected works by artists such as Donatello, Leonardo, Michelangelo, Raphael, and Titian, and will analyze contemporary attitudes toward art of this period through study of primary sources. Upper level.

Requisite: One Fine Arts course or consent of the instructor. First semester. Omitted 1999-00. Professor Courtright.

39. Architecture from the Renaissance to the Industrial Revolution. This course examines European architecture from the revival of the Classical tradition in fifteenth-century Italy to the rise of industrial design in nineteenth-century England and France. Lectures treat the development of churches, palaces, and other major building types, and incorporate the history of urban planning and gardens. Middle level.

First semester. Omitted 1999-00. Professor Courtright.

41s. Dutch and Flemish Painting (The "Art" of Beholding). This course means to ask the question: What would it be like actually to respond to the paintings of Jan van Eyck, Roger van der Weyden, Hugo van der Goes, Hieronymous Bosch, Pieter Bruegel, Jan Vermeer and Rembrandt van Rijn and to reclaim in such a direct encounter the rejuvenating powers of insight and wisdom residing within the work of art itself. In addition to re-affirming the practice of pictorial contemplation for its own sake, "Dutch and Flemish Painting" will provide explicit instruction in the means and attitude of beholding complex works of art. Two class meetings per week.

Second semester. Omitted 1999-00. Professor Upton

42. Baroque Art in Italy, France, Spain, and the Spanish Netherlands. An examination of seventeenth-century painting, sculpture, and architecture in Southern Europe and the Catholic Netherlands, beginning with reform art produced after the religious upheavals of the sixteenth century and concluding with art pointing in the direction of the eighteenth century. In order to identify ideas, expressed visually, that characterize this period in sufficient depth, the course, rather than taking the form of a survey, will treat selected urban commissions and works by major artists, including Caravaggio, Carracci, Bernini, Velazquez, Rubens, and Poussin, and will place them in their historical and intellectual contexts. Particular concerns are understanding the character of religious art, investigating the transformation of classicism, and observing the union of these trends in art created for emerging absolutist rulers. Upper level.

Requisite: One art course or consent of the instructor. Second semester. Omitted 1999-00. Professor Courtright.

45. The Modern World. This course will explore the self-conscious invention of modernism in painting, sculpture and architecture, from the visual clarion calls of the French Revolution to the performance art and earthworks of "art now." As we move from David, Monet and Picasso to Kahlo, Kiefer and beyond, we

will be attentive to changing responses toward a historical past or societal present, the stance toward popular and alien cultures, the radical redefinition of all artistic media, changing representations of nature and gender, as well as the larger problem of mythologies and meaning in the modern period. Study of original objects and a range of primary texts (artists' letters, diaries, manifestos, contemporary criticism) will be enhanced with readings from recent historical and theoretical secondary sources. Middle level.

First semester. Professor Staller.

54f. American Art and Architecture, 1600 to Present. Through the study of form, content, and context (and the relationship among these categories) of selected works of painting, architecture, and sculpture made in colonial America and the United States from the seventeenth to the twentieth century, this course will probe changing American social and cultural values embodied in art. We will study individual artists as well as thematic issues, with particular attention to the production and reception of art in a developing nation, the transformation of European architectural styles into a new environment, the construction of race in ante- and post-bellum America, and the identification of an abstract style of art with the political ascendance of the United States after World War II. Introductory level.

First semester. Professor Vendryes.

57s. American Painting 1860-1940. This course considers selected American paintings in the period between the Civil War and World War II, with emphasis on their intertwining with a wider cultural, social, and political environment. Individual artists (Winslow Homer, Thomas Eakins, Georgia O'Keeffe, Grant Wood, and Jacob Lawrence) and groups (around Henri, Arensberg, and Stieglitz) will frame our study. Readings will address current interpretative strategies in American art criticism, and students will have an opportunity to pursue independent research.

Requisite: Fine Arts 1 or 54, or consent of the instructor. Second semester. Professor Clark.

HISTORY OF ART: ASIAN ART

59. Arts of Asia. A general introduction to the major monuments of South and East Asia focusing primarily on India, China, and Japan, but also including Southeast Asia and Korea. Through a study of the historical and religious context of works of architecture, sculpture and painting, the course will attempt to discover the themes that unify the artistic traditions of Asia and those that set them apart. Topics to be covered include the development of the Buddha image in India, Chinese landscape painting and Japanese woodblock prints. There will be field trips to look at works in major local collections. Three lectures and one discussion section per week. Introductory level.

First semester. Professor Morse.

60f. Arts of China. An introduction to the arts of China focusing on the bronze vessels of the Shang and Chou dynasties, the Chinese transformation of the Buddha image, and the evolution of the landscape and figure painting traditions. The course will include many of the more recent archaeological discoveries on the mainland and will also attempt to place the monuments studied in the cultural context in which they were produced. Middle level.

First semester. Professor Morse.

63s. Arts of Japan. A survey of the arts of Japan, focusing on the development of the pictorial and sculptural tradition from the fifth century A.D. to the late nineteenth century. Topics to be investigated include Buddhist painting, sculpture and architecture, narrative handscrolls, ink painting and the arts related to the Zen sect, and the diverse traditions of the Edo period, as well as woodblock prints. There will be field trips to look at works in museums and private collections in the region. Middle level.

Second semester. Omitted 1999-00. Professor Morse.

65s. Later Japanese Art. A survey of Japanese art from late fifteenth century to the present. The course will focus on the development of the relationship between artists and their patrons and the rapid changes in taste during the period. Topics to be explored include the development of the tea ceremony in the sixteenth century, the classical revival of the seventeenth century, the development of urban bourgeois culture during the eighteenth century, the conflicts brought on by the opening of Japan to the West in the nineteenth century and the impact of Japanese designers on architecture and fashion in the late twentieth century. There will be field trips to look at works in museums and in private collections in the region.

Second semester. Professor Morse.

HISTORY OF ART: AFRICAN ART

68. Survey of African Art. An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological importance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa, which date from the second century B.C.E. to the sixteenth century C.E. The study will also pursue a general socio-cultural survey of traditional arts of the major ethnic groups of Africa.

Second semester. Professor Vendryes.

70f. African Art and the Diaspora. The course of study will examine those African cultures and their arts that have survived and shaped the aesthetic, philosophic and religious patterns of African descendants in Brazil, Cuba, Haiti and urban centers in North America. We shall explore the modes of transmission of African artistry to the West and examine the significance of the preservation and transformation of artistic forms from the period of slavery to our own day. Through the use of films, slides and objects, we shall explore the depth and diversity of this vital artistic heritage of Afro-Americans. Middle level.

First semester. Omitted 1999-00. Professor Abiodun.

71. Interrogating Identity: African American Artists 1860s-1990s. (Also Black Studies 52f.) See Black Studies 52f for description.

First semester. Omitted 1999-00.

SPECIAL COURSES

80. Art and Theory Now. We will explore the dialogue between art and theory from the Abstract Expressionist moment to our own time. We will investigate a series of synchronic slices: Olitski's color field paintings with Greenberg's ideology of "modernist painting," Foucault's critique of institutional power with Haacke's visual critiques, Derrida's linguistic turns with Holtzer's manipulated words-as-images, critical protestations about the "death of the author" with appropriation

art, textual interrogations about the nature of sexuality and the body with contemporary visual explorations of the same questions. We will analyze certain theoretical texts in historical terms, reading Sartre before Rosenberg, Saussure before Derrida, to understand where the theoretical ideas came from and how they were transformed. We also will examine works by artists and writers who refuse to enter into contemporary critical discourses but offer other possibilities. By looking closely at the images, originals whenever possible, we will reflect upon the ways in which words can engage images, and the inevitable silences between them. Upper level.

Requisite: One course in nineteenth- or twentieth-century art or consent of the instructor. Limited to 20 students. Second semester. Professor Staller.

82. Bad Girls. (Also see Women and Gender Studies 8.) To many Europeans in the nineteenth century, women were becoming threatening. With assertiveness and sometimes violence, they demanded suffrage and work outside the home (where they would compete with men for jobs); as newspapers reported, they carried deadly syphilis. This course will examine this set of converging events, contemporary evolutionary theory, debates over "la femme au foyer" and "la nouvelle femme," and arguments that linked women with putatively deviant sexuality and inferior races. We will study images of women as powerful harpies, whores, and *femmes fatales*, and images of women as powerless invalids and decadently self-destructing addicts. We will address how women claimed agency, as defiant outlaws or by the act of painting. We will analyze the ways in which such images recast as well as reinforced prevailing beliefs in France, England, and Spain, and consider how stereotypes changed over time. We will read texts by Jarry and Huysmans, and consider a range of artists from Renoir, Degas, and Beardsley to Picasso, de Kooning and the Gorilla Girls.

Second semester. Professor Staller.

84f. Women and Art in Early Modern Europe. (Also Women's and Gender Studies 6f.) See Women's and Gender Studies 6f for description.

First semester. Omitted 1999-00. Professor Courtright.

85s. Art, Culture and Society in the Italian Renaissance. (Also History 27s.) See History 27s for description. Middle level.

Second semester. Omitted 1999-00. Professors Cheyette and Courtright.

89s. Eighteenth-Century Art in Europe. (Also European Studies 30.) An examination of eighteenth-century painting, sculpture, and architecture in France, England, Italy, Spain, and Central Europe. We will begin in 1685, at the height of the reign of the Sun King (Louis XIV), and will end in 1815 with Napoleon's defeat at Waterloo. This course will not be a survey, but rather will examine selected works, sites, and themes within their intellectual, social, political, religious, and literary contexts. Topics include the visual expression of absolutism (e.g., Versailles), representations of bourgeois morality, the landscape garden as a form of experience and knowledge, the aesthetic role of the theatrical, the birth of the public museum (e.g., the Louvre), and the creation of the modern city (e.g., Paris). Upper level.

Requisite: One Fine Arts course or consent of the instructor. Second semester. Omitted 1999-00. Professors Courtright and Rosbottom (Department of French).

SEMINARS

91. Topics in Fine Arts. One topic will be offered in the first semester 1999-00:

THE '60S. We will investigate a series of historical events (such as the Vietnam War, the Cuban missile crisis, Stonewall, the assassinations of John and

Robert Kennedy, and Martin Luther King) as well as the Civil Rights Movement, the rise of identity politics (Feminism, Black Power, the Brown Berets) and the counterculture. We will study the myriad art forms and their attendant ideologies invented during the decade (such as Pop, Op, Color Field, Minimalism, Land Art, Conceptual Art, Performance Art, Fluxus), as well as some crucial critics, dealers and art journals, in an effort to understand the ways in which artists rejected or appropriated, then transformed, certain themes and conceptual models of their time.

Requisite: One course in nineteenth- or twentieth-century art or consent of the instructor. Limited to 12 students. Professor Staller.

92. Topics in Fine Arts. One topic will be offered in the second semester 1999-00:

ICONS. An examination of the role of icons in various religious traditions. The primary focus will be on the ways icons are constructed and used in the Buddhist and Hindu traditions, with comparisons made to their role in Christianity and the religions of Africa. Some of the topics to be covered will include the relationship between icons and deities, the ways in which icons are authenticated and animated, connections between icons and power, the place of icons in ritual and aniconism and iconoclasm.

Professor Morse.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Departmental Honors. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Full or half course.

First and second semesters. The Department.

RELATED COURSES

Black American Photographers. See Black Studies 21.

First semester. Professor Vendryes.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.

Second semester. Omitted 1999-00. Professor Abiodun.

Visual and Verbal Metaphors in Africa. See Black Studies 43.

First semester. Omitted 1999-00. Professor Abiodun.

Seminar in Black Studies. Remembering Africa: Cultural and Aesthetic Retentions in the Diaspora. See Black Studies 68.

Second semester. Professor Vendryes.

Archaeology of Greece. See Classics 34f.

First semester. Omitted 1999-00. Professor Sinos.

Ways of Seeing: Theoretical Approaches to Non-Western Art. See Colloquium 16.

Second semester. Omitted 1999-00.

FRENCH

Professors Caplant, de la Carrera, Hewitt, and Rosbottom[†]; Associate Professor Rockwell (Chair); Senior Lecturer Nawar; Visiting Assistant Professor Ippolito.

The objective of the French major is to learn about French culture directly through its language and principally by way of its literature. Emphasis in courses is upon examination of significant authors or problems rather than on chronological survey. We read texts closely from a modern critical perspective, but without isolating them from their cultural context. To give students a better idea of the development of French culture throughout the centuries, we encourage majors to select courses from a wide range of historical periods, from the Middle Ages to the present.

Fluent and correct use of the language is essential to successful completion of the major. Most courses are taught in French. The Department also urges majors to spend a semester or a year studying in a French-speaking country.

The major in French provides effective preparation for graduate work, but it is not conceived as strictly pre-professional training.

Major Program. The Department of French aims at flexibility and responds to the plans and interests of the major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major (both *rite* and with Departmental Honors) will normally consist of a minimum of eight courses. Students may choose to take (a) eight courses in French literature and civilization; or (b) six courses in French literature and civilization and two related courses with departmental approval. In either case, a minimum of four courses must be taken from the French offerings at Amherst College. All courses offered by the Department above French 3 may count for the major. Among these eight courses, one must be chosen from the Middle Ages or Renaissance, and one from the seventeenth or eighteenth centuries. (French 11 satisfies either of these distribution requirements.) Up to four courses taken in a study abroad program may count toward the eight required courses for the major. Comprehensive examinations must be completed no later than the seventh week of the second semester of the senior year.

Departmental Honors Program. In addition to the major program described above, a candidate for Departmental Honors may write a thesis. Students planning to write a thesis should submit a proposal *during the first week of their senior year*. Oral examinations on the thesis will be scheduled in the late spring. Candidates will normally elect 77 and 78 in their senior year.

Foreign Study. A program of study approved by the Department for a junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language.

Exchange Fellowships. Graduating Seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

[†]On leave first semester 1999-00.

[‡]On leave second semester 1999-00.

FRENCH LANGUAGE AND COMPOSITION

1. Elementary French. This course features intensive work on French grammar, with emphasis on the acquisition of basic active skills (speaking, reading, writing and vocabulary building). We will be using the multimedia program *French in Action* which employs only authentic French, allowing students to use the language colloquially and creatively in a short amount of time. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 3.

For students without previous training in French. First semester. Senior Lecturer Nawar and Assistants.

1s. Elementary French. Same description as French 1.

Second semester. Senior Lecturer Nawar and Assistants.

3. Intermediate French. Intensive review and coverage of all basic French grammar points with emphasis on the understanding of structural and functional aspects of the language and acquisition of the basic active skills (speaking, reading, writing and systematic vocabulary building). We will be using *French in Action*, the multimedia program, as well as a French literary text of Jean-Paul Sartre, *Les Jeux sont faits*. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 5.

Requisite: French 1 or two years of secondary school French. First semester. Senior Lecturer Nawar and Assistants.

3s. Intermediate French. Same description as French 3.

Requisite: French 1 or two years of secondary school French. Second semester. Senior Lecturer Nawar and Assistants.

5. Language and Literature. An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Texts will be drawn from significant short stories, poetry and films. The survey of different literary genres serves also to contrast several views of French culture. Supplementary work with audio and video materials. Successful completion of French 5 prepares students for French 7, 8, 11 or 12. Conducted in French. Three hours a week.

Requisite: French 3 or three to four years of secondary school French. First semester. Professors Rockwell and Ippolito.

5s. Language and Literature. Same description as French 5.

Requisite: French 3 or three to four years of secondary school French. Second semester. Professor Ippolito.

7. Contemporary French Literature and Culture. Through class discussion, debates, and frequent short papers, students develop effective skills in self-expression, analysis, and interpretation. Literary texts, articles on current events, and films are studied within the context of the changing structures of French society and France's complex relationship to its recent past. Assignments include both creative and analytic approaches to writing. Some grammar review as necessary, as well as work on understanding spoken French using videotapes.

Requisite: French 5, or completion of AP French, or four years of secondary school French in a strong program. First semester. Professors Hewitt and Ippolito.

7s. Contemporary French Literature and Culture. Same description as French 7.

Requisite: French 5, or completion of AP French, or four years of secondary school French in a strong program. Second semester. Professor Hewitt.

8f. French Conversation. To gain as much confidence as possible in idiomatic French, we discuss French social institutions and culture, trying to appreciate differences between French and American viewpoints. Our conversational exchanges will touch upon such topics as French education, art and architecture, the status of women, the spectrum of political parties, minority groups, religion, and the position of France and French-speaking countries in the world. Supplementary work with audio and video materials.

Requisite: French 5, or completion of AP French, or four years of secondary school French in a strong program. Limited to 16 students. Waiting list names accepted in the Department Office. First semester. Professor de la Carrera.

8. French Conversation. Same description as French 8f.

Requisite: French 5, or completion of AP French, or four years of secondary school French in a strong program. Limited to 16 students. Waiting list names accepted in the Department Office. Second semester. Professors Caplan and de la Carrera.

FRENCH LITERATURE AND CIVILIZATION

11. Cultural History of France: From the Middle Ages to the Revolution. A survey of French civilization: literature, history, art and society. We will discuss Romanesque and Gothic art, the role of women in Medieval society, witchcraft and the Church, Reformation and Counter-Reformation, the centralization of power and the emergence of absolute monarchy. Slides and films will complement lectures, reading and discussion of monuments, events and social structures. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1999-00. Professor Caplan.

12. Cultural History of France: From 1789 to the Present. A survey of French culture from the Revolution of 1789 to the present. The course will focus on the social and literary changes that occurred in the wake of a series of revolutions (1789, 1830, 1848, 1871), and the development of the modern political State. Slides, movies, and texts will help us understand the aesthetic movements that shaped the period: Romanticism, Symbolism, Decadence, Surrealism, contemporary thought. Special attention will be given to developments in the arts and architecture, from David to the Centre Pompidou and the Orsay Museum. Conducted in French.

Requisite: French 5 or equivalent. Second semester. Omitted 1999-00. The Department.

NOTE: Courses above French 12 are ordered by chronology and topics rather than by level of difficulty.

20f. Literary Masks of the Late French Middle Ages. The rise in the rate of literacy which characterized the early French Middle Ages coincided with radical reappraisals of the nature and function of reading and poetic production. This course will investigate the ramifications of these reappraisals for the literature of the late French Middle Ages. Readings will include such major works as: *Guillaume de Dole* by Jean Renart, the anonymous *Roman de Renart*, the *Roman de la Rose* by Guillaume de Lorris, along with its continuation by Jean de Meun, and the poetic works of Charles d'Orléans and François Villon. Particular attention will be paid to the philosophical presuppositions surrounding the production of erotic allegorical discourse. We shall also address such topics as the relationships between lyric and narrative and among disguise, death and aging in the context of medieval discourses on love. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 1999-00. Professor Rockwell.

21s. Medieval French Literature: Tales of Love and Adventure. The eleventh and twelfth centuries witnessed social, political, and poetic innovations that rival in impact the information revolution of recent decades. Essential to these innovations was the transformation from an oral to a book-oriented culture. This course will investigate the problems of that transition, as reflected in such major works of the early French Middle Ages as: *The Song of Roland*, the Tristan legend, the *Roman d'Eneas*, the Arthurian romances of Chrétien de Troyes, anonymous texts concerning the Holy Grail and the death of King Arthur. We shall also address questions relevant to this transition, such as the emergence of allegory, the rise of literacy, and the relationship among love, sex, and hierarchy. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1999-00. Professor Rockwell.

22f. Humanism and the Renaissance. Humanists came to distrust medieval institutions and models. Through an analysis of the most influential works of the French Renaissance, we shall study the variety of literary innovations which grew out of that distrust with an eye to their social and philosophical underpinnings. We shall address topics relevant to these innovations such as Neoplatonism, the grotesque, notions of the body, love, beauty, order and disorder. Readings will be drawn from the works of such major writers as: Erasmus, Rabelais, Marguerite de Navarre, Montaigne, Ronsard, Du Bellay, Maurice Scève and Louise Labé. The most difficult texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor Rockwell.

23s. The Doing and Undoing of Genres in the Seventeenth and Eighteenth Centuries. This course will explore the formation and transformation of various genres in seventeenth- and eighteenth-century literature, with a particular focus announced each time the course is offered. The topic for spring 1999 is: The eighteenth-century novel and theater in France. Readings will include texts by Diderot, Voltaire, Marivaux, Prévost, Laclos, and Beaumarchais. Supplementary work with audio and video materials. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1999-00. The Department.

24f. La Scène du Roi: Theater in the Age of Louis XIV. The absolute monarchy of Louis XIV, the Sun King, displayed and imposed itself in various theatrical ways: from the plays of Molière and Racine, to opera, ballet, and fireworks, as well as in portraits of the King (paintings, engravings, currency), not to mention the elaborate theatricality of daily life at Versailles. This course will stress Classical tragedy and comedy in France, with special emphasis on the social and political context in which these genres were produced. Additional materials will be drawn from other writers of the period (such as Pascal, La Fontaine, La Bruyère, and Saint-Simon), from the sociology of court society (Norbert Elias), and from related critical essays. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 1999-00. Professor Caplan.

25s. The Republic of Letters. An exploration of Enlightenment thought within the context of the collaborative institutions and activities that fostered its development, including literary and artistic salons, cafés, and the *Encyclopédie*. We

will read texts by Voltaire, Rousseau, Diderot, and others, drawn from the domains of literature, philosophy, correspondence, travel writings, and art criticism. To get a better idea of what it might have been like to live in the eighteenth century and be a participant in the "Republic of Letters," we will also read a variety of essays in French cultural history. Supplementary work with films and slides. Conducted in French. (Students who took French 25s in 1997 should enroll in this course under Special Topics—French 98.)

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor de la Carrera.

26. Worldliness and Otherworldliness. Many eighteenth-century writers imagined and invented other, better societies. To attenuate their criticisms of the social, political, and religious structures of the *ancien régime*, they also had recourse to the viewpoint of fictional "outsiders" who arrive in France as if for the first time and describe what they see in minute and telling detail. We will analyze the role that these "other" worlds and the "otherworldly" point of view played in the development of eighteenth-century thought and literature, as well as some of the repercussions that these questions have had in twentieth-century thought. Readings will include Montesquieu's *Lettres persanes*, Rousseau's *Discours sur l'origine de l'inégalité*, Diderot's *Supplément au Voyage de Bougainville*, and Madame de Graffigny's *Lettres d'une Péruvienne*, as well as Freud's *Civilization and Its Discontents* and a selection of essays by Claude Lévi-Strauss. Conducted in French.

Requisite: one of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1999-00. Professor de la Carrera.

27s. The Nineteenth-Century French Novel. This course will discuss representations of class, gender, technology, urban spaces, social types and revolutions in relation with the evolution of the novel. Readings may include works by authors such as Balzac, Sand, Stendhal, Hugo, Gautier, Flaubert, Huysmans, Mirbeau or Zola. In order to better understand the historical context of these works and the manner in which it affects the creative process, the course will use slides, Internet-based and video materials. It will also discuss relevant theoretical work, and excerpts of manuscripts and rare nineteenth-century documents related to French cultural history, such as "Les Français peints par eux-mêmes." Conducted in French

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor Ippolito.

28f. Modern Poetry and Artistic Representation: From Baudelaire to Deguy. A study of major movements in poetry from the second half of the nineteenth century through the twentieth century, in conjunction with other artistic movements in France. Using a variety of literary and visual materials (including photography and film), this course will focus on the nature, timing and implications of their interactions. The notions of aesthetic perception, experience and pleasure will be investigated in this context. Major movements examined include Romanticism, Symbolism, Decadence, Surrealism, Exile and Resistance during World War II, Contemporary Caribbean Poetry, and the interplay of recent poetic and artistic practice with critical discourse. Theoretical works and manifestos will be studied in relation with both poetry and plastic arts. Conducted in French.

Requisite: one of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor Ippolito.

29. The French Enlightenment. An analysis of the major philosophical, literary, and artistic movements in France between the years 1715 and 1789 within the context of their uneasy relationship to the social, political, and religious institutions

of the *ancien régime*. Readings will include texts by Voltaire, Rousseau, Diderot, Condillac, and others. To gain a better sense of what it might have been like to live in eighteenth-century France, we will also read essays in French cultural history. Supplementary work with film and slides. Conducted in French and assumes a basic knowledge of the language.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor de la Carrera.

30f. Contemporary French Literature: Crises and Transformation. The course focuses on the long series of novelistic experiments, both narratological and ideological, which begin around the time of the First World War and continue feverishly through the existential novel and the *New Novel* of the seventies and eighties. Our readings will include critical theory as well as works of such major authors as Marcel Proust, André Malraux, Jean-Paul Sartre, Claude Simon, Michel Butor, Nathalie Sarraute, Marguerite Duras, Monique Wittig and Patrick Modiano. Conducted in French. (Students who have taken French 30 already should enroll in this course under Special Topics—French 97.)

Requisite: One of the following—French 7, 8, 11, 12 or the equivalent. First semester. Omitted 1999-00. Professor Hewitt.

30. Contemporary French Literature: Crises and Transformation. A study of contemporary French literature and culture with a particular focus announced each time the course is offered.

Requisite: One of the following—French 7, 8, 11, 12 or the equivalent. Second semester. Omitted 1999-00. Professor Hewitt.

SPECIAL COURSES

31. Masterpieces of French Literature in Translation. In this course we will read a variety of French literary works from the eighteenth century to the present. Readings may include Voltaire's *Candide*, Laclos' *Dangerous Liaisons*, Charrère's *The Letters of Mistress Henley*, Stendhal's *The Red and the Black*, Balzac's *Old Goriot*, Baudelaire's *Flowers of Evil*, Flaubert's *Madame Bovary*, Zola's *Nana*, or *The Ladies' Paradise*, Proust's *Combray* or *Swann in Love*, Camus' *The Plague* or *The First Man*, Duras' *The Lover*. We will study these works first as masterful stories, but we also will consider questions of cultural and personal influence, including sexuality and class. We will also learn why most of these works were judged politically or morally scandalous when they came out. For instance, special attention will be paid to the trials and censorship of Baudelaire and Flaubert. Finally, we will study some films inspired by these texts, and learn how different media can treat the same subject. Conducted in English. (French majors will be encouraged to write their papers in French, and to read a portion of these works in French).

First semester. Professor Rosbottom.

32. European Film. A study of issues concerning European film, with particular focus announced each time the course is offered. The topic for spring 2000 is: Masterpieces of French Film. We shall view some of the greatest films that have been made in France, including (among others) works by Jean Renoir (*Grand Illusion*, *Rules of the Game*), Robert Bresson, Alain Resnais (*Last Year at Marienbad*, *Hiroshima My Love*), Francois Truffaut (*The Four Hundred Blows*), and Jean-Luc Godard (*Breathless*, *Contempt*). No previous training in cinematic analysis is required. Conducted in English.

Second semester. Professor Caplan.

33s. Studies in Medieval Romance Literature and Culture. The study of a major author, literary problem or question from the medieval period with a particular focus announced each time the course is offered. The course will focus on the study of a major author, literary problem or question from the medieval period with a particular focus announced each time the course is offered. The topic for spring 1999 is: Dante Alighieri. A reading of the *Divine Comedy* with an eye to the social and philosophical implications of Dante's allegorical practice. Readings, discussions, and papers will be in English.

Second semester. Omitted 1999-00. Professor Rockwell.

36. Literature in French Outside Europe: Introduction to Francophone Studies. This course will explore cross-cultural intersections and issues of identity and alienation in the works of leading writers in the French-speaking Caribbean. Our discussions will focus on the sociopolitical positions and narrative strategies entertained in key French Caribbean texts of postcolonial literature (both fiction and critical essays). Issues involving nationalism, race, gender, assimilation and the use of Creole will help to shape our discussion of how postcolonial subjects share in or distinguish themselves from certain tenets of Western thought. At issue, then, is the way French Caribbean literature and culture trace their own distinctiveness and value. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1999-00. Professor Hewitt.

37s. Nineteenth and Twentieth-Century French Literature: Madness, Alienation and Modernity. An analysis of French literary texts of the nineteenth and twentieth century, focusing on expressions of madness and other forms of alienation. We will discuss these themes in relation to the sense of loss of identity inherent to modernity and we will attempt to define ways in which this fascination for otherness is crucial to modern creativity. Readings will include Nerval, Proust, Breton, Camus, Duras, and others. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1999-00. The Department.

38. French Cultural Studies. This course studies the shifting notions about what constitutes "Frenchness," and reviews the heated debates about the split between French citizenship and French identity. Issues of decolonization, immigration, foreign influence, and ethnic background will be addressed as we explore France's struggles to understand the changing nature of its social, cultural, and political identities. We will study theoretical and historical works, as well as novels, plays and films. The topic for spring 2000 is: France's Identity Wars. Conducted in French.

Second semester. Professor Hewitt.

39. Modern French Autobiography. This course studies the torturous relationships between fact and fiction as famous French writers focus on their own lives. We will study how identities are constructed through gender, class and race, and will discuss identity formation (and its breakdown) through certain literary and philosophical theories (existentialism, New Novel theory, modernism, marxism, postmodernism, postcolonialism ...). After briefly considering passages from Rousseau's model autobiography, *Les Confessions*, we turn our attention to twentieth-century authors such as Marguerite Duras, Nathalie Sarraute, Alain Robbe-Grillet, Michel Leiris, Jean-Paul Sartre, Maryse Condé, Roland Barthes, and Louis Althusser. Assignments will include one creative essay in which students write on a personal experience using narrative strategies discussed in class. Supplementary work with audio and video materials. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor Hewitt.

41. Advanced Seminar. An in-depth study of a major author or literary problem from specific critical perspectives (i.e., Derrida, de Man and Rousseau, Sartre and Flaubert; Bakhtin and Rabelais; Goldman, Barthes and Racine). Conducted in French.

Requisite: One of the following—French 7, 11, 12 or equivalent. First semester. Omitted 1999-00. Professor de la Carrera.

77, 78. Senior Departmental Honors. A single and a double course.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Courses. Full or half courses.

Approval of the Department Chair is required. First and second semesters.

RELATED COURSE

Eighteenth-Century Art in Europe. See Fine Arts 89s. (Also European Studies 30.)

Second semester. Omitted 1999-00. Professors Courtright and Rosbottom.

GEOLOGY

Professors Belt, Cheney†, Crowley, and Harms (Chair); Assistant Professor Martini; Dr. Coombs.

Major Program. The Geology major starts with an introduction to the fundamental principles and processes that govern the character of the earth from its surface environment to its core—examining the lithosphere and its interactions with the atmosphere, hydrosphere, and biosphere. Geology 11 and Geology 12 survey these principles and are required of all Geology majors. Geology encompasses many subdisciplines that approach study of the earth in a variety of ways, but all share a core of knowledge about the composition and constitution of earth materials. Accordingly, all Geology majors must also take Geology 29 (Structural Geology), Geology 30f (Mineralogy), and Geology 34 (Sedimentology). Finally, in consultation with their departmental advisor, Geology majors must take four additional courses from the Department's offerings, constructing an integrated program that may be tailored to the major's fields of interest or future plans. Senior Departmental Honors, generally consisting of Geology 77 and D78, will count as one such course for the major. Either Astronomy 23s, Biology 23, Chemistry 12, Mathematics 12, or Physics 16, or a higher numbered course in those departments, can also be applied to the requirements of the Geology major. Departures from this major format will be considered by the department in coordination with the student's academic goals. In the fall semester of the senior year, each major shall take a comprehensive examination, both written and oral.

Departmental Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject commonly is chosen at the close of the junior year but must be chosen no later than the first two weeks of the senior year. Geology 77, D78 involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the senior year.

†On leave first semester 1999-00.

All courses are open to any student having requisite experience or consent of the instructor.

6f. Perspectives on the Environment. This course investigates the character of landscape, its geological basis, and how careful scientific analysis is important for understanding its most environmentally compatible use. Emphasis will be on case histories of actual areas subject to floods and beach erosion, earthquakes and landslides, areas subject to hazards from volcanic eruptions, and from water and air pollution. Field trips include projects on water management, on the appropriate substrate for development, on building in flood plains and on development in a coastal area. Three hours of lecture and discussion. One all-day field trip and several local trips during class time.

First semester. Professor Belt.

6. Perspectives on the Environment. Same description as Geology 6f.
Second semester. Professor Belt.

11. Principles of Geology. As the science that considers the origin and evolution of the earth, Geology provides students with an understanding of what is known about the earth and how we know it, how the earth "works" and why we think it behaves as it does. In particular this course focuses upon the earth as an evolving and dynamic system where change is driven by energy generated within the earth. Concepts to be covered are: the structure of the earth's interior, isostasy, deep time, the origin and nature of the magnetic field, plate tectonics, the origin and evolution of mountain belts, and ocean basins and the growth of the continents over time. In this context, Geology 11 considers a diverse range of topics such as the Appalachian mountain belt, the Hawaiian Islands, Yellowstone Park, the consequences of seismicity, faulting, meteorite impact, and volcanism on the earth's inhabitants, and the sources and limitations of mineral and energy resources. This is a science course designed for all students of the College. Three hours of class and two hours of lab in which the student gains direct experience in the science through field trips, demonstrations, and projects.

First semester. Professor Harms.

11s. Principles of Geology. Same description as Geology 11.
Second semester. Professor Harms.

12f. Principles of Environmental Science. Because humans have become an important agent of environmental change, human relationships to earth systems need to be examined more closely. In order to understand how humans have perturbed the environment, we must first understand the natural processes that operate within the environment. This course will examine evolution and extinction, weathering, erosion, mass wasting, sedimentation, climate change, flooding, and pollution—the physical processes that operate at the interface between the lithosphere, hydrosphere, and the atmosphere. These processes affect rivers, lakes, the coast, the deep sea, glaciers, and deserts. The record of past environments and their change will be examined. Three hours of class and two hours of lab in which the student gains direct experience in the science through field trips, demonstrations, and projects.

First semester. Professors Crowley and Martini.

12. Principles of Environmental Science. Same description as Geology 12f.
Second semester. Professors Crowley and Martini.

24. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects

utilize vertebrate fossils in the Pratt Museum. Three hours of class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. Second semester. Professor Coombs.

27. Invertebrate Paleontology. An introduction to the conceptual framework of paleontology. Lectures will consider, among other topics: classification of organisms, mode and tempo of evolution, geographic and temporal distribution of species, and ontogenetic variation. Labs will examine major fossilizable invertebrate groups, emphasizing interrelationship of form and function, and evolutionary significance of similarity. Three hours of lectures and two hours of laboratory. Field trips.

Requisite: Geology 12 or consent of the instructor. First semester. Professor Belt.

28. Hydrogeology. As the global human population expands, the search for and preservation of our most important resource, water, will demand societal vigilance and greater scientific understanding. This course is an introduction to surface and groundwater hydrology and geochemistry in natural systems, providing fundamental concepts aimed at the understanding and management of the hydrosphere. The course is divided into two roughly equal parts: surface and groundwater hydrology, and aqueous geochemistry. In the first section, we will cover the principal concepts of physical hydrogeology including watershed analysis and groundwater management. In the second half, we will integrate the geochemistry of these systems addressing both natural variations and the human impact on our environment. Three hours of lecture and three hours of lab or field trip each week.

Requisite: Geology 12. Second semester. Professor Martini.

29. Structural Geology. A study of the geometry and origin of sedimentary, metamorphic and igneous rock structures that are the products of earth deformation. Emphasis will be placed on recognition and interpretation of structures through development of field and laboratory methodology. Three hours of lecture and five hours of laboratory each week.

Requisite: Geology 11. First semester. Professor Harms.

30f. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes the principles and methods of optical mineralogy, X-ray diffraction, back-scattered electron microscopy, and electron beam microanalysis. Four hours of lecture and two hours of directed laboratory.

Requisite: Geology 11, Chemistry 11 or Chemistry 15 or their equivalent recommended. First semester. Professor Crowley.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Four hours of class and three hours of laboratory per week.

Requisite: Geology 30f. Second semester. Professor Cheney.

34. Sedimentology. A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory

concentrates on thin sections of sedimentary rocks and field application of principles. Three hours of class and three hours of laboratory each week.

Requisite: Geology 12 or consent of the instructor. Geology 30f recommended. Second semester. Professor Belt.

39. The Global Environment: A Biogeologic Approach. In this course, several contemporary global environmental topics will be explored from an interdisciplinary scientific perspective. These issues commonly cross the boundaries between the traditional disciplines of geology, biology and chemistry and require a societal context. For example, issues that may be a top priority for the United States, such as chemical contamination of drinking water, are dwarfed in developing countries by concerns of bacterial contamination. This course develops a scientific background for educated debate on a wide range of environmental issues, including global warming, groundwater pollution and deforestation. Three hours of lecture per week and field trips required.

Requisite: One of Geology 11, 12, Chemistry 11, Biology 18 or consent of the instructor. First semester. Professor Martini.

40. Plate Tectonics and Continental Dynamics. An analysis of the dynamic processes that drive the physical evolution of the earth's crust and mantle. Plate tectonics, the changing configuration of the continents and oceans, and the origin and evolution of mountain belts will be studied using evidence from diverse branches of geology. Present dynamics are examined as a means to interpret the record of the past, and the rock record is examined as a key to understanding the potential range of present and future earth dynamics. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 and 12, and one additional upper level Geology course. Second semester. Professor Harms.

41s. Environmental and Solid Earth Geophysics. Only the surface of the earth is accessible for direct study but, as a two-dimensional surface, it represents a very incomplete picture of the geologic character of the earth. The most fundamental realms of the earth—the core and mantle—cannot themselves be observed. Even the uppermost part of the crust, where the lithosphere and hydrosphere interact to determine the quality of the environment in which we live, is hidden. Indirect signals, observed at the surface, can give us a more comprehensive understanding of earth structure—from environmental problems that lie just below the surface to the dynamics of the core/mantle boundary. We can “see” these subsurface realms using seismology, gravity, magnetism and heat flow observations. This course will bring findings from geophysics to bear on developing a picture of the earth in three dimensions. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 or 12. Second semester. Professor Crowley.

43. Geochemistry. This course examines the principles of thermodynamics, via the methodology of J. Willard Gibbs, with an emphasis upon multicomponent heterogeneous systems. These principles are used to study equilibria germane to the genesis and evolution of igneous and metamorphic rocks. Specific applications include: the properties of ideal and real crystalline solutions, geothermometry, geobarometry, and the Gibbs method—the analytic formulation of phase equilibria. This course also introduces the student to the algebraic and geometric representations of chemical compositions of both homogeneous and heterogeneous systems. Four class hours each week.

Requisite: Geology 30, or Chemistry 12, or Physics 16 or 32. First semester. Omitted 1999-00. Professor Cheney.

77, D77, 78, D78. Senior Departmental Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to Seniors who meet the requirements of the Departmental Honors program. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental chairman is required. First and second semesters. The Staff.

GERMAN

Professor Brandes (Chair), Associate Professor Rogowski‡, Senior Lecturer Schütz, Visiting Professor Cocalis, Visiting Associate Professor Remmler, Visiting Lecturer Jaeger.

Major Program. Majoring in German can lead to a variety of careers in education, government, business, international affairs, and the arts. There are two possible concentrations within the German major:

German Literature. The objective of the major with concentration in German Literature is to develop language skills and to provide acquaintance with the literary and cultural traditions of the German-speaking countries: The Federal Republic of Germany, Austria, and Switzerland. The Department offers effective preparation for graduate study in German language and literature, but its primary aim is more broadly humanistic and cross-cultural.

The German Literature concentration requires German 10 (or its equivalent), German 15 and 16 (German Cultural History), and a minimum of five further German courses, of which three must be courses in German literature and culture, conducted in German. The Department may approve up to three courses taken at a German-speaking university as counting toward fulfillment of the major requirements. Majors are advised to broaden their knowledge of other European languages and cultures.

German Studies. German Studies is an interdisciplinary concentration within the German major. Its objective is to develop language skills and a broad understanding of historical, political, and social aspects of culture in the German-speaking countries. It requires German 10 (or the equivalent), 15 and 16 (German Cultural History), and a minimum of five further German courses, conducted either in German or in English. Majors concentrating in German Studies should supplement their German program with courses in European history, politics, economics, and the arts.

Students who major in German Literature or German Studies should enroll in at least one German course per semester. For both concentrations, the Department faculty will help majors develop individual reading lists as they prepare for a Comprehensive Examination administered during each student's final semester.

The German Department supports a variety of activities that help to increase familiarity with German culture, such as film series, guest speakers, the German residential section in Porter House, and a weekly German-language lunch table. The Department awards prizes annually for superior achievement in German courses and for individual initiative benefiting German studies at Amherst.

‡On leave second semester 1999-00.

Study Abroad. German majors are encouraged to spend a summer, semester, or year of study abroad as a vital part of their undergraduate experience. The Department maintains a regular student exchange program with Göttingen University in Germany. Each year we send two students to that university in exchange for two German students who serve as Language Assistants at Amherst College. Faculty can also advise on a variety of other options for study in a German-speaking country.

Departmental Honors Program. In addition to the courses required for a *rite* degree in the major, candidates for Honors must complete German 77 and 78 and present a thesis on a topic chosen in consultation with an advisor in the Department. The aim of Honors work in German is (1) to consolidate general knowledge of the history and development of German language, culture, and history; (2) to explore a chosen subject through a more intensive program of readings and research than is possible in course work; (3) to present material along historical or analytical lines, in the form of a scholarly thesis.

Honors students who major with a concentration in German Studies will be encouraged to arrange for the writing of their theses under the supervision of a committee comprised of faculty members from various departments, to be chaired by the German Department advisor.

The quality of the Honors thesis, the result of the Comprehensive Examination, together with the overall college grade average, will determine the level of Honors recommended by the Department.

GERMAN LANGUAGE

1. Elementary German I. Our multi-media course *Treffpunkt Deutsch* is based on authentic dialogues and interviews with native speakers from all walks of life. The video and audio programs, as well as the Internet web pages, will serve as a first-hand introduction to the German-speaking countries and will encourage students to use everyday language in a creative way. Text and audio-visual materials emphasize the mastery of speaking, writing, and reading skills that are the foundation for further study. Three hours a week for explanation and demonstration, one hour a week in small sections plus weekly viewing assignments in the laboratory.

First semester. Senior Lecturer Schütz and Staff.

2. Elementary German II. A continuation of German 1, with increased emphasis on reading of selected texts. Three class meetings per week plus one additional conversation hour in small sections, with individual work in the language laboratory.

Requisite: German 1 or equivalent. Second semester. Senior Lecturer Schütz and Staff.

5. Intermediate German. Systematic review of grammar, aural and speaking practice, discussion of video and television programs, and reading of selected texts in contemporary German. Stress will be on the acquisition and polishing of verbal, reading, writing, and comprehension skills in German. Three hours per week for explanation and structured discussion, plus one hour per week in small sections for additional practice with German Language Assistants.

Requisite: German 2 or two years of secondary-school German or equivalent. First semester. Lecturer Jaeger of the University of Massachusetts and Staff.

10. Advanced Composition and Conversation. Practice in free composition and analytical writing in German. Exercises in pronunciation and idiomatic conversation. Supplementary work with audio and video materials. Oral reports

on selected topics and reading of literary and topical texts. Conducted in German. Three hours per week, plus one additional hour in small sections and in the language laboratory.

Requisite: German 5 or equivalent, based on departmental placement decision. Second semester. Lecturer Jaeger of the University of Massachusetts and Staff.

12f. Advanced Reading, Conversation, and Style. Reading, discussion, and close analysis of a wide range of cultural materials, including selections from *Die Zeit* and *Der Spiegel*, essays, and short works by modern authors and song writers (Böll, Brecht, Biermann, Udo Lindenberg, Bettina Wegner, etc.). Materials will be analyzed both for their linguistic features and as cultural documents. Textual analysis includes study of vocabulary, style, syntax, and selected points of grammar. Round-table discussions, oral reports and structured composition exercises. Students will also view unedited television programs, work with the Internet, and listen to recordings of political and scholarly speeches, cabaret, protest songs and to authors reading from their own works. Conducted in German. Three class hours per week, plus an additional hour in small sections and in the language laboratory.

Requisite: German 10 or equivalent. First semester. Professor Brandes and Staff.

LITERATURE AND CULTURE

15. German Cultural History to 1800. An examination of cultural developments in the German tradition, from the Early Middle Ages to the rise of Prussia and the Napoleonic Period. We shall explore the interaction between socio-political factors in German-speaking Europe and works of "high art" produced in the successive eras, as well as Germany's centuries-long search for a cultural identity. Literature to be considered will include selections from Tacitus' *Germania*, the *Hildebrandslied*, a courtly epic and some medieval lyric poetry; the sixteenth-century *Faust* chapbook and other writings of the Reformation Period; Baroque prose, poetry, and music; works by Lessing and other figures of the German Enlightenment; *Sturm und Drang*, including early works by Goethe, Schiller, and their younger contemporaries. Slides, book illustrations, recordings, and videos will provide examples of artistic, architectural, and musical works representative of each of the main periods. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor Rogowski.

16. German Cultural History from 1800 to the Present. A survey of literary and cultural developments in the German tradition from the Romantic Period to contemporary trends. Major themes will include the Romantic imagination and the rise of nationalism in the nineteenth century, the literary rebellion of the period prior to 1848, Poetic Realism and the Industrial Revolution, and various forms of aestheticism, activism, and myth. In the twentieth century we shall consider the culture of Vienna, the "Golden Twenties," the suppression of freedom in the Nazi state, issues of exile and inner emigration, and the diverse models of cultural reconstruction after 1945. Authors represented will include Friedrich Schlegel, Brentano, Heine, Büchner, Hegel, Marx, Nietzsche, Heinrich and Thomas Mann, Kafka, Brecht, Grass, Wolf, and Handke. Music by Schubert, Wagner, Mahler, and Henze; samples of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Brandes.

27. The Age of Goethe. The wealth of classical German literature and music, from the 1780s to the 1830s, has influenced German and Western culture until today. While considering music and art, this course will focus primarily on the greatest writers of the period: Goethe, Schiller, and Hölderlin. Placing their literature in the

philosophical and political contexts of Idealism and of German enlightened absolutism, we will distinguish this "high art" from contemporary early romantic concepts as well as from German Jacobine activism, which was strongly influenced by the French Revolution. We will also examine the legacy of this rich cultural era in its impact on Western romantic, transcendentalist, and symbolist movements—and its influence on the rise of the myth of the Germans as a "nation of poets and thinkers." Readings will include Goethe's *Faust I*, *Egmont*, *Iphigenie*, and *Römische Elegien*; Schiller's *Die Räuber* and *Maria Stuart*; Hölderlin's *Hyperion* and selected poems; essays and manifestos by Kant, Fichte, and Forster. Listening assignments in Mozart's *Die Zauberflöte* and selected *Lieder* of the period. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor Brandes.

28. In Search of the Nation: German Culture in the Nineteenth Century. Nietzsche claimed that the question "What is German?" never dies. In the name of honor, freedom, and fatherland, the national culture in pre-1848 Germany developed from a cosmopolitan liberalism to extreme longings for national unity and, after unification in 1871, to chauvinism and dreams of imperial power. We will study this surge of nationalism as a central European problem in the German-speaking countries, resulting in cultural crisis and contradictions, aesthetic revolutions and social utopias, as well as daring innovations which laid the foundations of modernity. Studies in literature, the arts, and philosophy from Post-Romanticism to the Kaiserreich era. Emphasis on the influence of Hegel, Marx, and Nietzsche. Readings in Heine, Büchner, Grillparzer, Droste-Hülshoff, Storm, Hebbel, Keller, Hauptmann, and Fontane; analysis of selected works of art, architecture, and music. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Senior Lecturer Schütz.

34f. German Culture in the Cold War, 1945-1989. How did post-war Germany respond to the dilemma of being the frontier between Communism and the Free World? How did the two German societies develop their own identities and adapt, rebel, or acquiesce culturally in regard to the powers in control? We will situate major literary and cultural developments within the context of political and social history. Topics include coming to terms with the Nazi past; political dissent, democratization, and economic affluence; reactions to the Berlin Wall; the student revolt and feminism; the threat to democracy and civil rights posed by terrorism; the peace movement in the East and the West. Readings in various genres, including experimental literary texts. Authors include Heinrich Böll, Günter Grass, Peter Schneider, and Peter Weiss in the West and Volker Braun, Heiner Müller, Ulrich Plenzdorf, and Christa Wolf in the East. Conducted in German.

Requisite: German 10 or equivalent. First semester. Omitted 1999-00.

36. German Poetry of the Twentieth Century. An exploration of poems as the medium for artistic, social, political, and personal expression in the German language during the past hundred years. Close examination and discussion of poems written from the Habsburg and Wilhelminian periods through World War I, the Weimar Republic, World War II, post-war divided Germany, and German unification to the present day, including the recent emergence of multi-ethnic voices in German poetry. Featured will be such writers as R.M. Rilke, Stefan George, the Expressionists and Dadaists, Gottfried Benn, Bertolt Brecht, Paul Celan, Ingeborg Bachmann, Nelly Sachs, the Concrete Poets, Helmut Heissenbüttel, H.M. Enzensberger, Sarah Kirsch, and Durs Grünbein. Additional readings in German and English of poetic manifestos and criticism. Conducted in German.

Second semester. Omitted 1999-00.

40. Advanced Seminar. Thomas Mann (1875-1955). An exploration of the life and artistic career of Germany's most famous writer of the twentieth century. Besides two major works of fiction (*Der Zauberberg* and *Die Bekenntnisse des Hochstaplers Felix Krull*), the course will examine selected shorter fictional works by Mann, together with excerpts from his essays, letters, and diaries. A central theme will be Mann's self-image as heir and representative of German culture as a whole, and how this image placed him in severe conflict with political developments during his lifetime. Beginning with his productive focus on the role of the artist in modern middle-class society, we will trace Mann's reaction to the cataclysm of World War I, his controversial support of democratic principles during the years of the Weimar Republic, his revulsion against Hitler Germany, and his years of exile in the United States. Throughout we shall investigate how, again and again, Mann transformed history, psychology, politics, myth, and personal experience into lasting works of art. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Omitted 1999-00.

COURSES OFFERED IN ENGLISH

43s. German Jewish Relations after the Holocaust. The memory and representation of the Holocaust have shaped and defined relations between Germans and Jews in Germany from 1945 to the present. In addition to exploring the form and meaning of memory and identity in the writing of German Jewish authors and Holocaust survivors, we will consider such issues as: the history of German Jewish relations before 1933, the marginalization, exclusion and killing of Jews during the Third Reich, the self-representation of Jews in German society, changing definitions of "Jewishness" and "Germanness" in literature and film, the reassessment of the so-called Jewish-German symbiosis, the situation of Jews in the former East and West Germany, the impact of German unification on German Jewish relations. We will refer to on-going discussions and controversies about the remembrance of the Holocaust and the Second World War in present-day Germany with particular attention to sites of memory under public debate. Readings may include works by Heine, Kafka, Scholem, Celan, Sachs, Delboe, Semprun, Hilsenrath, Honigmann, Seeligmann, Young and others. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Remmler of Mount Holyoke College.

45s. New German Cinema: Fassbinder—Herzog—Kluge—Wenders. The course will provide an introduction to the work of four of the best-known representatives of the "New German Cinema." We will examine the stylistic variety of the various filmic vocabularies they developed, from hypnotic exoticism (Herzog), visual stylization (Fassbinder), associative montage (Kluge) to the meditative calm of Wenders. While the main emphasis will be on these four directors, their films will be supplemented by videos from a variety of other sources. The course will culminate in an analysis of Wim Wenders' masterpiece *Wings of Desire*. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1999-00.

49. Witches: Myth and Historical Reality. This interdisciplinary course focuses on five aspects of witches/witchcraft in order to examine the historical construction of the witch in the context of the social realities of the women (and men) labeled as witches: European pagan religions and the spread of Christianity; the "Burning Times" in early modern Europe, with an emphasis on the German situation;

seventeenth-century New England and Salem witch trials; the depiction of the witch in fairy tales from the Grimms to Disney; and contemporary Wiccan/witch practices in their historical context. The goal of the course is to deconstruct the stereotypes that many of us have about witches/witchcraft, especially concerning sexuality, gender, age, physical appearance, occult powers, and Satanism. Readings are drawn from documentary records of the witch persecutions and witch trials, as well as from literary representations. Fifteenth to nineteenth century German texts serve as primary readings. They are supplemented by scholarly analyses of witch-related phenomena, and essays examining witches, and the witch persecutions from a contemporary feminist or neo-pagan perspective. Lectures and discussions will be supplemented by visual material (videos, slides) drawn from art history, early modern witch literature, popular culture, and documentary sources. Conducted in English.

First semester. Professor Cocalis of the University of Massachusetts.

51s. Joyful Apocalypse: Vienna Around 1900. Between 1890 and 1914, Vienna was home to such diverse figures as Sigmund Freud, Gustav Klimt, Gustav Mahler, Leon Trotsky, and—Adolf Hitler. Which social, cultural, and political forces brought about the extraordinary vibrancy and creative ferment in the capital of the Austro-Hungarian Empire? The course will examine the multiple tensions that characterized 'fin-de-siècle' Vienna, such as the connection between the pursuit of pleasure and an exploration of human sexuality, and the conflict between avant-garde experimentation and the disintegration of political liberalism. Against this historical backdrop we shall explore a wide variety of significant figures in literature (Schnitzler, Hofmannsthal, Musil, Kraus), music (Mahler, R. Strauss, Schönberg), and the visual arts (Klimt, Schiele, Kokoschka, O. Wagner, A. Loos). We will explore the significance of various intellectual phenomena, including the psychoanalysis of Freud and the philosophies of Ernst Mach and Ludwig Wittgenstein. We shall also trace the emergence of modern Zionism (Theodor Herzl) in a context of growing anti-Semitism, and discuss the pacifism of Bertha von Suttner in a society on the verge of the cataclysm of the First World War. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1999-00.

52. Kafka, Brecht, and Thomas Mann. Representative works by each of the three contemporary authors will be read both for their intrinsic artistic merit and as expressions of the cultural, social, and political concerns of their time. Among these are such topics as the dehumanization of the individual by the state, people caught between conflicting ideologies, and literature as admonition, political statement, or escape. Readings of short stories and a novel by Kafka, including "The Judgment," "The Metamorphosis," and *The Castle*; poems, short prose, and plays by Brecht, e.g., *The Three-Penny Opera*, *Mother Courage*, and *The Good Woman of Setzuan*; fiction and essays by Mann, including "Death in Venice" and *Buddenbrooks*. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1999-00.

53s. Women and Social Change in Germany. For centuries, German women have sought to add their voices to the dominant political and cultural discourse. Emphasizing the last 200 years, this interdisciplinary course will first review female self-assertions from the Age of Chivalry up to the eighteenth century. We will then focus on the emerging bourgeois images of femininity and contrast these with late nineteenth century female demands for education and suffrage.

In discussing the twentieth century, we will trace the sharply diverging ideological prescriptions for ideal womenhood in the political contexts of the Weimar Republic, in Hitler Germany, and in both post-war states, communist East and democratic West Germany. Readings in literary, political and autobiographical texts, plus music, art, and films. Among the works studied will be music by Hildegard von Bingen and Clara Schumann; literature by Benedikte Naubert and Bettina von Arnim, Sophie La Roche's *The History of Lady Sophia Sternheim*, Fanny Lewald's *Autobiography*, Anna Seghers' *The Excursion of the Dead Girls*, and Christa Wolf's *Kassandra*; art by Käthe Kollwitz and Paula Modersohn-Becker; speeches by Louise Aston, Rosa Luxemburg, and Alice Schwarzer; films by Leni Riefenstahl, Helma Sanders-Brahms, Margarethe von Trotta, and Ulrike Ottinger. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1999-00.

56. The Artist as Hero and Victim. Beginning in late eighteenth-century Germany and continuing to the present day, the course traces the development of an ideology: the belief that the artist is a "special case" in society, an individual with extraordinary gifts and extraordinary burdens, whose mission entails both privilege and suffering. We shall pay particular attention to the ways in which this belief has, again and again, caused artists to come into conflict with the demands of society and politics, and how they have confronted these demands. Examples will range from the young Goethe's propagation of the idea of artist-as-unique-genius in the 1770s, through the nineteenth century's various images of the artist as saint/madman/seer/invalid/hero/charlatan, to the debates in Weimar and Nazi Germany over artistic "engagement" with radical politics, and on to today's struggles over the role of the artist in the post-Communist world. We shall draw mainly on works—prose fiction, verse, philosophical essays, music, paintings, film—in the modern German tradition, but with important glimpses at trends in other European countries and the U.S.A. Artists and writers to be examined will include Goethe, E.T.A. Hoffmann, Caspar David Friedrich, Schopenhauer, Robert Schumann, Richard Wagner, Nietzsche, Thomas Mann, Stefan George, Brecht, Paul Hindemith, Gottfried Benn, Günter Grass, Christa Wolf, and Anselm Kiefer. Occasional listening and viewing assignments. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Brandes.

58f. Before and After Brecht: Modern German Drama. From the political agitation of Bertolt Brecht to the performance pieces of Pina Bausch, German drama has had a profound impact on international theater. We shall trace the development of modern German drama in terms of the shifting tension between formal experimentation and incisive social criticism, beginning from the radical innovation of Georg Büchner in the nineteenth century and extending to the postmodern dramatic collages of Heiner Müller and others today. Particular attention will be given to Brecht's efforts to endow drama with a politically didactic dimension and to Brecht's legacy after World War II in the fields of "epic" and "documentary" drama. Another focus will be on changing theatrical traditions (Max Reinhardt, Erwin Piscator, and the tradition of "Regietheater") and performance practices (Expressionism, political cabaret, "Tanztheater"). We shall discuss texts by, among others, Büchner, Frank Wedekind, Georg Kaiser, Brecht, Marieluise Fleisser, Peter Weiss, Heinar Kipphardt, Friedrich Dürrenmatt, Heiner Müller, Peter Handke, and Botho Strauß. Readings will be supplemented by video materials on performance pieces by artists like

Johann Kresnick and Pina Bausch. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Omitted 1999-00.

77, 78. Senior Departmental Honors.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

HISTORY

Professors Bezucha, Blight, Campbell, Cheyette, Couvares, Czap†, Dennerline (Chair), Hawkins, Hunt, Levin, R. Moore‡, and Servos; Associate Professors Redding†, Sandweiss, and K. Sweeney*; Assistant Professors Brandt, Fischer, and Saxton; Luce Visiting Assistant Professor Hussain.

History is the disciplined study of the past. Through it we seek to cultivate the human need to know where we have come from and to capture the ways in which the past both burdens and inspires humankind. History includes the study of diverse peoples and individuals in times vastly different from our own as well as the study of events that are currently unfolding. Studying history also involves the study of historians, their writing and their influence on our understanding of the past. Historical writing can focus on specific issues, such as ideas, belief systems, social and economic structures, political institutions, or the lives of ordinary as well as extraordinary men and women. It helps us acquire greater respect for the past and greater humility about the present, to appreciate the lesson that purposive actions often have unanticipated consequences, to reflect about the relationship between social structures and individual thought and action, and to question easy assumptions about the constancy of "common sense" or the inevitability of our own ideas and conventions. Although historians may concentrate their efforts on particular times and places, or emphasize different aspects of the past, they share an interest in change over time and in the rigorous use of methods and sources that help us to understand such change. Courses in this department aim to stimulate independent and creative thought both about the many varieties of history and the evidence from which those histories are crafted.

Major Program. History majors, in consultation with their advisors, design a course of study that combines a broad and meaningful distribution of historical subjects and methods with a concentration that develops analytical skills. All History majors graduating with the class of 2000 are required to take eight courses; those graduating with the classes of 2001 and later are required to take nine courses. One of these must be History 99 (or, for those who have taken it, the old History 1 or History 90), taken normally in the junior or senior year, preferably after completion of two or more other history courses. Those majors who wish to write a thesis must fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, toward the completion of their thesis.

*On leave 1999-00.

†On leave first semester 1999-00.

‡On leave second semester 1999-00.

All History majors must include as one of their courses for the major a *seminar* in which they write a substantial research paper that conforms to the department's "Guidelines for Research Papers," and that is guided by individual consultation with the instructor. (History 99, *Proseminar in History*, does *not* fulfill this requirement.) A student who contemplates writing a thesis in the senior year must complete the research paper by the end of the junior year. A student not intending to write a thesis may delay taking an appropriate seminar and completing the paper until the senior year. In exceptional circumstances and with the approval of the student's advisor and Department, a student may write the research paper in a seminar at another institution or for a course not designated as a seminar (with the consent of the instructor), as long as the paper conforms to the department's "Guidelines for Research Papers."

Concentration within the major. In completing their major, history students (beginning with the class of 2001) must take four courses either in the history of one geographical region (chosen from the six possibilities listed below), or in the history of a particular historical topic (for example, colonialism or nationalism), or in a comparative history of two or more regions, chosen by the student. (Majors in the class of 2000 will take three courses in their concentration.) The geographical regions are as follows: 1) the United States; 2) Europe; 3) Asia; 4) Africa and the diaspora; 5) Latin America and the Caribbean; 6) the Middle East. Each student shall designate a concentration in consultation with his or her advisor.

Breadth requirements for the major. History majors must take courses from at least three of the six geographical regions listed above. In addition, beginning with the class of 2001, all majors must take either two courses that focus on a pre-1800 period, or one pre-1800 course and one course in comparative history. (Majors in the class of 2000 must complete one course that focuses on a pre-1800 period.)

Comprehensive Evaluation. Students writing senior theses thereby fulfill the Department's comprehensive requirement. Other majors will demonstrate before the middle of their last semester both general and special historical knowledge in essays assigned and read by an evaluating committee of Faculty, and discussed in a colloquium of seniors and Faculty members.

Departmental Honors Program. The Department awards Honors to seniors who have achieved distinction in their course work and who have completed a thesis of Honors quality. Students who are candidates for departmental honors will normally take two courses, History 77 and History 78, in addition to the courses required of all majors. With the approval of the thesis advisor, a student may take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her thesis.

Course Levels in the Department of History. *Introductory level* courses assume little or no previous college or university level experience in studying history either in general or in the specific regions covered by the courses. They are appropriate both for students new to the Department's offerings and for those who wish to broaden their historical knowledge by studying a region, topic, or period that they have not previously explored. *Intermediate level* courses usually focus on a narrower region, topic, or historical period. Although most intermediate level courses have no prerequisites (see the individual course listings), they assume a more defined interest on the part of the student, and are appropriate for those who wish to enhance their understanding of the specific topic as well as their analytical and writing skills. All *seminars* have prerequisites (the prerequisites

vary; see the individual listings). Seminars usually require the student to complete an independent research paper. They are appropriate both for history majors as a way of fully comprehending and practicing the craft of the historian, as well as for non-history majors (who satisfy the prerequisites) who wish to pursue a topic in depth.

INTRODUCTORY COURSES

1s. Medieval and Early Modern Europe. An introduction to some major themes of European history from late antiquity through the sixteenth century. Lectures will cover such topics as demographic patterns, social classes, family life, moral ideals, political and economic organizations. Readings will introduce the problems of interpreting medieval sources.

Second semester. Professor Cheyette.

2. Popular Culture in Early Modern Europe. The course will explore the content of European non-elite ideas over the period approximately 1500 to 1800, dealing with such topics as food, sports and games, sexuality, criminality, the role of women, racism, religious heresy, and the Great European Witch Craze. Readings will include works by Lyndal Roper, Carlo Ginzburg, Robert Darnton and Natalie Zemon Davis, together with sixteenth-, seventeenth- and eighteenth-century ballads, folk tales, pornography, religious tracts and the like. Two class meetings per week.

Second semester. Omitted 1999-00. Professor Hunt.

4. Exploring Europe in the Modern Age. An introduction to the study of Europe's past since the mid-fifteenth century. The course is organized in the form of a virtual Grand Tour of historic places around the continent. Moving chronologically, it starts at the walls of Constantinople/Istanbul (breached by the Ottoman Turks in 1453) and ends at the remnant of the Berlin Wall (destroyed since 1989). Lectures and discussion of written and visual documents; materials will include an assigned textbook, videos, CD-ROMs, and web sites. Two class meetings per week.

Second semester. Professor Bezucha.

5. Russia: A History of Russia Until Approximately 1880. An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. The course will consider new thinking about early Russia in light of the recent disappearance of the imperial structure of the Soviet state. Three class meetings per week.

First semester. Omitted 1999-00. Professor Czap.

6. Russia: A History of Late Imperial and Soviet Russia. As Russia struggles today to redefine itself as a democratic, non-imperialist multi-ethnic state and nation with a market-oriented economy, the country's experience at the turn of the century and the early years of the Soviet era have taken on urgent relevance for Russian scholars, politicians and economists. The course will examine Russia's economic take-off and superindustrialization; collapse of the autocracy and moves toward constitutional monarchy and "Soviet democracy"; land reform and forced collectivization; Russification and Soviet multi-nationalism; ideologies of reform and revolution. We will also consider new interpretations of the 1917 Revolution that have emerged since the collapse of the Soviet Union. Three class meetings per week.

Second semester. Omitted 1999-00. Professor Czap.

8f. Colonial North America. A survey of early American history from the late 1500s to the mid-1700s. The course begins by looking at Native American peoples and their initial contacts with European explorers and settlers. It examines comparatively the establishment of selected colonies and their settlement by diverse European peoples and enslaved Africans. The last half of the course focuses on the social, economic, political, and cultural conditions influencing the rise of the British colonies. Two class meetings per week.

First semester. Professor Saxton

9. Nineteenth-Century America. A survey of American history from the early national period to the turn of the century, with an emphasis on social history. The course will trace the emergence of a modern society characterized by large-scale industry, big cities, organized democratic politics, mass culture and an imperial state. Topics will include changing ethnic, racial, gender, and class relations; the causes and consequences of the Civil War; and the rise and fall of Victorian culture. The format will include lectures and weekly discussions; readings will be drawn heavily from original sources as well as from secondary sources. Three class meetings per week.

First semester. Professor Couvares.

10. Twentieth-Century America. The course broadly traces United States social, political, and intellectual history from 1900 to 1980, with emphasis on tensions between liberal ideology and trends toward centralization and collectivization. Among topics considered: Progressivism, Herbert Hoover's associationalism, the New Deal, pluralism and neoconservatism, McCarthyism, the civil rights movement, Black Power, the counterculture, the New Left, the domestic experience of war, Watergate, and the energy crisis. Each part of the course includes the study of a contemporary film of social criticism (approximately one per decade), including the circumstances of its production and early reception. Two or three class meetings per week.

Second semester. Professor Hawkins.

13. The History of Latin American from the Colonial Period to 1890. A history of Central and South America from the Iberian Conquests through the eras of Spanish and Portuguese colonization, Independence, and the early consolidation of Nation-States. This survey will at once seek to expose students to the broad history of the region and to focus special attention on four major themes: the role of Latin America in the world economy; the interactions between Iberian, indigenous, and African cultures; the Colonial roots of social and economic inequities; and struggles over nation-building and national identity after Independence. Two class meetings per week.

First semester. Professor Fischer.

15. Chinese Civilization in Historical Perspective. A study of the classical roots and historical development of Chinese statecraft, philosophy, religion and culture before the nineteenth century. Beginning with *The Book of Songs* (*Shih Ching*) and ancient shamanistic religious rituals, we will trace the interaction between elite and popular cultures in the growth of the imperial state, the Confucian tradition of statecraft and philosophy, Taoist traditions in art and science, and Buddhist religious culture. Economic transformation and the expansion of Chinese civilization are considered in comparison with European patterns. A variety of interpretations will also help us to explore the affinities and frustrations modern Chinese have felt with respect to the Chinese past. Three class meetings per week.

First semester. Professor Dennerline.

16. Modern China. The course will focus on three themes that have occupied historians of China and tormented ordinary Chinese people for the past 150 years: political mobilization, the conflict of Western and Chinese cultures, and the dynamics of economic development and social control. We will explore these themes in major political events from the Opium War of 1840 to the revolution (1911-1949) and the pro-democracy movement of the 1980s, with equal attention to issues such as family structure, peasant economy, the New Culture and the identities of intellectual elites. Three class meetings per week.

Second semester. Professor Dennerline.

17. Japanese History to 1600. An introduction to the distinctive ideas, society, polity, and culture of early Japan. Through lectures, readings and discussion, the course will explore critical problems of Japan's early history: Shinto mythology and the origins of Japanese civilization; the influence of T'ang China and Buddhism on the formation of the early imperial state in the seventh and eighth centuries; the Heian courtly tradition as reflected in the tenth-century literary works of women; the rise of a new warrior class (samurai) and their culture of Zen, tea, and the sword; civil war and unification in the sixteenth and seventeenth centuries; and the first encounter with the West. Two class meetings per week.

First semester. Professor Brandt.

18. Modern Japan. Between 1850 and 1970 Japan underwent rapid and profound change. The peaceful isolation of the Tokugawa state gave way to world-power status, wars, and finally foreign occupation. Export-driven industrialization replaced a largely self-sufficient agrarian economy. A highly stratified society of peasants and their samurai rulers became a democracy that idealized the urban white-collar middle class. How did this happen, and why? This course draws upon primary documents, literature, and film to investigate the process by which Japan became modern. We will ask what was lost as well as gained by this process for different groups within Japan, and also for Japan's nearest Asian neighbors. Two class meetings per week.

Second semester. Professor Brandt.

19. The Middle East from 600 to 1300 A.D. An historical examination of Middle Eastern peoples and cultures from the rise of a new monotheistic religion (Islam) and a new ruling group (the Arabs) to the formation of a new civilization in which non-Muslims and non-Arabs also played a contributing role. Special attention will be given to the dynamism and diversity of Islam during this period and to the impact of Persians and Turks, as well as Arabs, on the changing social order of the Middle East. Two class meetings per week.

First semester. Omitted 1999-00.

20. The Middle East from 1300 to the Present. This course extends from the formation of the Ottoman Turkish and the Safavid Persian states to the emergence of a multistate system in the twentieth century, with particular emphasis on Western penetration of the Middle East and indigenous responses to such penetration. The course will also focus on the twentieth-century quest for self-determination by Arabs, Jews, Persians, and Turks. Two class meetings per week.

Second semester. Professor Wilson of the University of Massachusetts.

22. Twentieth-Century Africa. This is a history of Africa from the late nineteenth century to the present day. In the first half of the course, we will study the imperial scramble to colonize Africa, the integration of African societies into the world economy, the social and ecological impact of imperial policies, and the nationalist struggles that resulted in the independent African states. We will also

examine the divisiveness of ethnicity in post-colonial states. In the final half of the course, we will investigate three cases: Congo-Zaire and the state as a source of chaos; *mau mau* in Kenya and the internecine nature of the revolt; and gender politics among Africans in *apartheid*-era South Africa. Three class meetings per week.

Second semester. Professor Redding.

INTERMEDIATE LEVEL COURSES

26f. European Society in the Eleventh and Twelfth Centuries. Through primary documents from the period c. 1050 to c. 1250—chronicles, papal and royal letters, memoirs, lyric and epic poetry, law books and court cases, administrative documents—this course will explore various aspects of the great revolutionary transformation that historians are beginning to call “the long twelfth century.” Topics will include serfdom and knighthood, economic development and urban revolts, the creation of the medieval church and secular monarchies, ‘heresy’ and dissent, women and power. Two class meetings per week.

First semester. Professor Cheyette.

27s. Art, Culture and Society in the Italian Renaissance. Through an analysis of selected works by Michelangelo, Cellini, Ghiberti, Machiavelli, and other artists, writers, and composers, and reading and discussing contemporary auto-biographies, letters, diaries, government records, etc., the course will consider the expressive techniques of creative artists in the fourteenth, fifteenth, and sixteenth centuries, and the relationship of artists to patrons and the larger role of clientage and patronage in the society of Renaissance Italy. Special emphasis will be placed on Florence.

Second semester. Professor Cheyette.

29. The Reformation Era, 1500-1660. The course begins with writings by the great reformers (Erasmus, Luther, Calvin, and Loyola), using them as a basis for examining the relationship between religious ideas, individual temperament, and social, political, and cultural change. It then takes up the connection between Protestantism and the printing press, the role of doctrinal conflict in the evolution of urban institutions, the rise of antisemitism, the significance of the Reformation for urban women, the social impact of the Counter-reformation, and the role of religious millenarianism in the German Peasants' Revolt of 1525, the English Revolution of 1640, and the Thirty Years' War. Readings include several classic interpretations of the Reformation as well as recent works in social history, urban history, women's history, and the history of popular culture. Two class meetings per week.

First semester. Omitted 1999-00. Professor Hunt.

30f. The European Enlightenment. This course begins with the political, social, cultural and economic upheavals of late seventeenth-century England, France, and the Netherlands, that European *crise de conscience* out of which the Enlightenment emerged. The second part of the course will look at the Enlightenment as a distinctive philosophical movement, evaluating its relationship to science, to organized religion, to new conceptions of justice, and to the changing character of European politics. The final part will look at the Enlightenment as a broad-based cultural movement. Among the topics discussed here will be the role played by Enlightened ideas in the French Revolution, women and non-elites in the Enlightenment, the rise of scientific racism, pornography and libertinism, and the impact of press censorship. Readings for the course will include works by

Locke, Montesquieu, Voltaire, Rousseau, Diderot, Hume, Adam Smith, Choderlos de Laclos, Kant and Madame Roland. Two class meetings per week.

First semester. Professor Hunt.

32f. The Era of the French Revolution. The history of France during the turbulent years of revolution and counterrevolution separating the ill-fated reign (1774-1792) of Louis XVI and the coronation of the Emperor Napoleon I in 1804. Special attention is given to the bicentennial commemoration of 1789. Two class meetings per week.

First semester. Professor Bezucha.

35s. Colonial Ideologies. The legal philosopher and colonial administrator, Fitzjames Stephen, once said of the colonial enterprise, "Our law is the sum and substance of what we have to teach the natives. It is, so to speak, the gospel of the English." This course focuses on the deep and critical place of law in the history of British colonialism. We will examine how an ideology of a rule of law legitimates, energizes but also constrains colonial power. In addition to covering the extension of English law and the establishment of legal institutions, we will also read a variety of legal and political philosophers who wrote on the issue of law and the colonies, such as Locke on slavery and John Stuart Mill on liberalism and empire. We will consider the ways in which the west conceptualized forms of law and state in the east, and ask what were the political uses of such constructs in the colonies, and what presumptions do they reveal about law and state in Europe. Finally, we will examine how nationalism both appropriates and confronts an ideology of a rule of law, and focus on the legal dimension of independence and decolonization. Two class meetings per week.

Second semester. Professor Hussain.

36. Law and Historical Trauma. (Also Law, Jurisprudence and Social Thought 48.) See Law, Jurisprudence and Social Thought 48 for description.

Second semester. Professor Hussain.

37. The Material Culture of American Homes. Using architecture, artifacts, visual evidence, and documentary sources, the course will examine the social and cultural forces affecting the design and use of domestic architecture, home furnishings, and domestic technology in the eastern United States from 1600 to 1960. The course will provide an introduction to the study of material culture and a survey of American architecture and decorative arts. Field trips to Historic Deerfield, Old Sturbridge Village, Hartford, Conn., and sites in Amherst will form an integral part of the course. Two class meetings per week.

First semester. Omitted 1999-00. Professor Sweeney.

38. The Era of the American Revolution. Surveying the period from 1760 to 1815, this course examines the origins, the development and the more immediate consequences of the American Revolution. The course looks at the founding of the American republic as an intellectual debate, a social movement, a military conflict, an economic event and a political revolution. Three class meetings per week.

Second semester. Omitted 1999-00. Professor Sweeney.

39. Native American Histories. This course examines selectively the histories and contemporary cultures of particular groups of American Indians. It will focus on Algonquian- and Iroquoian-speaking native peoples of the east in the period from 1600 to 1800; Indians of the northern plains during the 1800s and 1900s; and the Pueblo and Navajo peoples from the time before their contacts with Europeans until the present day. Through a combination of readings, discussions, and lectures, the course will explore the insights into Native American cultures that can be

gained from documents, oral traditions, artifacts, films and other sources. Three class meetings per week.

First semester. Omitted 1999-00. Professor Sweeney.

40. The American Southwest. This course offers an interdisciplinary approach to understanding the shifting dynamics among peoples in the American Southwest from the sixteenth century to the present. Drawing principally from the disciplines of history and anthropology, but drawing also from art history and literature, the class will focus on several key historical events, including the Pueblo Revolt of 1680, the discovery of the ruins at Mesa Verde in the late nineteenth century, and the twentieth-century creation of cultural tourism. How, we will ask, do historians and anthropologists use physical, visual and literary evidence? What sorts of questions do they seek to answer and how do the stories they tell differ? How have historical and anthropological narratives differently constructed the story of the southwestern past? Finally, how do these stories continue to shape the politics of the contemporary Southwest? Students will have the opportunity to engage directly a wide variety of primary source materials, including ceramics and other archeological remains, nineteenth-century anthropological photographs and expeditionary prints. Two class meetings per week.

Admission with consent of the instructor. Limited to 20 students. Second semester. Professor Sandweiss of Amherst College and Professor Swedlund of the University of Massachusetts.

41s. African-American History from the Slave Trade to Reconstruction. (Also Black Studies 57s.) See Black Studies 57s for description.

Combined enrollment limited to 50 students. Second semester. Professor Blight.

42. African-American History from Reconstruction to the Present. (Also Black Studies 58.) See Black Studies 58 for description.

Combined enrollment limited to 50 students. Second semester. Omitted 1999-00. Professor Blight.

43. The Civil War and Reconstruction Era. (Also Black Studies 59.) This course explores the causes, course, and consequences of the American Civil War, encompassing the period from the 1830s to 1877. Antebellum nationalism, sectionalism, expansionism, slavery, reform, and political culture will be examined as the backdrop for the succession crisis and the war. Major stress will also be placed on political and military leadership, the social and individual experience of total war, emancipation and the role of blacks in the struggle for their own freedom, and the international implications of the Civil War. Reconstruction is examined through several major themes: race, equality, constitutionalism, violence, political parties, the nature of social revolution and change, and debates over the meaning and memory of the Civil War. Readings include historical narratives and monographs, primary documents, and fiction. Two class meetings per week.

Combined enrollment limited to 50 students. First semester. Professor Blight.

44. The Old South, 1607-1876. This course will examine southern culture, politics and economic life from its origins through the end of Reconstruction. Primary and secondary readings will cover issues including the roots of slavery and the development of a distinctive Afro-American culture, the rise of a planter aristocracy based on staple crop cultivation, and the evolution of a westward expanding back-country. The course will focus on the growth and expression of southern ideas of freedom as they played out in the Revolution, Indian Removal, the sectional crisis, and the Civil War. The course concludes with the end of Reconstruction and

its unfulfilled promises of an expanded notion of liberty. Two class meetings per week.

Second semester. Professor Saxton.

45. Women's History, America: 1607-1865. (Also Women's and Gender Studies 63.) This course looks at the experiences of Native American, European and African women from the colonial period through the Civil War. The course will explore economic change over time and its impact on women, family structure and work. It will also consider varieties of Christianity, the First and Second Awakenings and their consequences for various groups of women. Through secondary and primary sources and discussions students will look at changing educational and cultural opportunities for some women, the forces creating antebellum reform movements, especially abolitionism and feminism, and women's participation in the Civil War. Two class meetings per week.

First semester. Omitted 1999-00. Professor Saxton.

46. Women's History, America: 1865-1997. (Also Women's and Gender Studies 64.) This course begins with an examination of the experience of women from different racial, ethnic and economic backgrounds during Reconstruction. It will look at changes in family life as a result of increasing industrialization and the westward movement of settler families, and will also look at the settlers' impact on Native American women and families. Topics will include the work and familial experiences of immigrant women (including Irish, German, and Italian), women's reform movements (particularly suffrage, temperance and anti-lynching), the expansion of educational opportunities, and the origins and programs of the Progressives. The course will examine the agitation for suffrage and the subsequent split among feminists, women's experience in the labor force, and participation in the world wars. Finally, we will look at the origins of the Second Wave and its struggles to transcend its white middle-class origins. Two class meetings per week.

Second semester. Omitted 1999-00. Professor Saxton.

47. Women and Politics in Twentieth-Century America. (Also Women's and Gender Studies 67.) This course will look at a number of political battles women have fought over the last one hundred years, beginning with suffrage, and including protective legislation and benefits for mothers and children. It will look at women's experiences in the Civil Rights and anti-war movements and the development of Second Wave Feminism as well as the many feminisms that emerged in its wake. Students will study the backgrounds of, and engage in debate about, a number of current battles including those over reproductive rights, pornography, and sexual harassment. We will make an effort to relate these controversies to earlier themes in twentieth-century women's politics. Two class meetings per week.

Limited to 25 students. First semester. Professor Saxton.

48. Church, Family and Culture in Nineteenth-Century America. (Also Women's and Gender Studies 66.) This course will look at antebellum experience through the lenses of religion, family and literary, artistic and regional culture. Using a mix of primary and secondary sources, students will trace the changing moral values guiding education as well as the varieties of Christianity that gave shape to different forms of activism. It will also track changing family ideologies, the responsibilities of parents and constructions of childhood and adolescence. The course will include texts reflecting the experiences of family members, reformers, slaves, free blacks, evangelical Christians and Native Americans. It will look at artistic and literary representations of sectional themes and events

like Indian Removal, westward expansion, The Fugitive Slave Law and the Dred Scott decision. Two class meetings per week.

Second semester. Omitted 1999-00. Professor Saxton.

49s. American Diplomatic History I. This course will survey the history of American foreign relations from the American Revolution through the First World War.

Second semester. Omitted 1999-00. Professor Levin.

50. American Diplomatic History II. This course will survey the history of American foreign relations from the First World War to the Korean War. Two class meetings per week.

Second semester. Professor Levin.

51s. American Diplomatic History III. This course will survey the history of American foreign relations from the Korean War to the end of the Cold War.

Second semester. Omitted 1999-00. Professor Levin.

53s. The History of Brazil, 1500 to the Present. A combination lecture/discussion course focusing on the 500-year history of Latin America's largest, most populous, and most economically powerful nation. Topics examined will include: indigenous cultures and Portuguese colonization; the boom-and-bust cycles of plantation agriculture and mineral extraction; slavery, rebellion, and abolition; Independence, Empire, and Republic; populism and military rule; industrialization and economic development; the construction and evolution of racial and ethnic identities and the myth of "racial democracy"; nature, economy, and society; gender, sexuality, and national identity; and the importance of popular culture in Brazilian national life. Two class meetings per week.

Second semester. Professor Fischer.

54. Revolution, Dictatorship, and Power in Twentieth-Century Latin America. This course will examine the role that revolutions, revolutionary movements, and dictatorships have played in shaping Latin American societies and political cultures in the twentieth century. Special attention will be paid to the Mexican Revolution, the populist "revolutions" of the 1930s and 1940s, the Cuban Revolution, and the military dictatorships of the 1960s, 1970s, and 1980s. Themes examined will include: the relationship between Revolution and nation-building, the importance of charismatic leaders and icons, the "popular" authenticity and social content of Latin American revolutions, the role of foreign influences and interventions, the links between revolution and dictatorship, and the lasting legacies of political violence and military rule. Materials examined will include films, music, primary documents, and novels as well as important historical texts. Two class meetings per week.

Second semester. Professor Fischer.

55s. Caribbean History. This course will see the Caribbean as an area of European expansionism, identifying systems such as the *encomienda*, the *Repartimiento* and the institutional complex of the plantation slave economy, its eventual abolition and the transition of the society from slavery through colonialism to independence. It will deal with post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society, the growth of trade unions and their inter-relationships with political parties, the movement toward Federation, its failure, and the independence trend making for fragmentation. Attention will be paid to the new linkages being forged in the area. The approach at times will be island specific (French, Spanish, English, Danish, Dutch), or thematic. Two class meetings per week.

Second semester. Professor Campbell.

56. Topics in Chinese Civilization. The topic changes from year to year. The topic for 1999-00 is "Chinese Historical Narrative." The course is designed to explore Chinese views of state, society, and human agency in the process of historical change by examining translated texts from three periods of Chinese history. We will consider general issues such as how historians, philosophers, and ideologues appropriate symbols and concepts from the past to serve the present, how "modern" master narratives influence our readings of past narratives, and how the idea of "narrative" itself needs to be rethought as we try to come to terms with cultural traditions that are different from Western ones but do, nonetheless, run parallel to them. Specific issues to be considered include how historical narrative is related to mythology, cosmology, and political hegemony in the ancient period (pre-imperial and Han), to self-cultivation and statecraft in the Neo-Confucian ethos of the Song (eleventh and twelfth centuries), and to ideas and practical realities of reform in the late nineteenth and early twentieth centuries. Seminar format. Two class meetings per week.

Limited to 20 students. Second semester. Omitted 1999-00. Professor Dennerline.

57s. Topics in Modern China: Chinese Nationalism. This course begins with a quick overview of the problems of nationalism and national identity in twentieth-century China. We then turn our attention to the issues of mobilization, national identity, and national unity in specific periods. We pay special attention to popular and national movements against the foreign powers and for reform or revolution between 1895 and 1911, to the problems of nation building and resistance to Japan in the 1930s, and to the issues of national identity involved in the ongoing reform of the multi-ethnic socialist state and the recent emergence of a democratic Taiwan. The interactive roles of shifting traditional cultures and developing institutions among intellectuals, entrepreneurs, peasants, urban gangs, ethnic groups, and political mobilizers are the primary focus of our inquiry. Two class meetings per week.

Admission with consent of the instructor. Preference given to students with some background in the study of East Asia. Limited to 20 students. Second semester. Professor Dennerline.

58. Japan Since 1945. The course will study the postwar transformation of Japan from a world military power to a pacifist, mercantilist regime. We will examine the basic political, social, and economic changes imposed by the American military occupation, 1945-52; the origins of the Japan-U.S. alliance; the causes of Japan's economic "miracle" in the 1960s and 1970s; Japan's responses to growing pressure from its major trading partners in the 1980s; the challenges of being Asia's new giant without fully rearming; and major problems of post-industrial society. Two class meetings per week.

Second semester. Omitted 1999-00. Professor Moore.

59. Japan and Imperialism in East Asia. This course focuses on the development of the Japanese empire, which grew to include Taiwan, Korea, and parts of China and Southeast Asia, from the mid-nineteenth century to 1945. We will draw upon various theoretical approaches (Marxist, modernization, postcolonial) as we examine the causes and effects of Japanese imperialism and colonialism. One cause, arguably, was provided by the "new imperialism" of the European powers in East Asia. Our study will include consideration, therefore, of the European and American treaty-port system in China, Japan, and Korea, and we will explore the peculiar consequences of this brand of semi-colonialism in the formation of one of the modern world's few non-Western imperial powers. Other topics for study include: Okinawa and Hokkaido, as early colonies whose

history as such has been largely repressed; aspects of the complex Korean experience of Japanese colonialism, including the "comfort women" issue; and the rhetoric and reality of Pan-Asianism. In discussions and the occasional lecture we will draw upon a wide range of readings to make our own sense of a set of historical problems still very much open to debate. Two class meetings per week.

First semester. Professor Brandt.

61s. The History of Israel. This course will survey the history of Israel from the origins of Zionism in the late nineteenth century to the present. One three-hour meeting per week.

Second semester. Professor Levin.

62. The Iranian Revolution. This course focuses on the Iranian Revolution of 1978-79 as a major turning point in the nature of and thinking about twentieth-century revolution. The following questions will be considered: Where did the revolution come from? Where has it gone and where has it failed to go in Iran? What impact has it had on the configuration of power in the Middle East, on the global economy, and, not least, on the United States domestically as well as abroad? What has been its relationship to the Arab-Israeli conflict, to the political resurgence of Islam in the Muslim world, and to terrorism as increasingly a global instrument of warfare? What light does it shed on the outbreak of the Gulf War in 1991 and on the subsequent reduction of Iraq to pariah status in the world? In what ways has it necessitated a rethinking of Western theories of revolution?

Limited to 20 students. Second semester. Omitted 1999-00.

63. State and Society in Africa Before the European Conquest. Africa has been called by one historian the social laboratory of the human species: that continent has been the birthplace of the oldest and most various civilizations on the earth. Art, trade, small-scale manufacturing, medical knowledge, religion, history and legend all flourished before the formal political take-over of the continent by Europeans in the nineteenth century and continue to have a decisive impact on African societies today. It is the variety of social organization in Africa in the period before 1885 that this course will examine. We will discuss the establishment of the Coptic kingdom in Ethiopia, the development of state systems in black Islamic societies and in Southern Africa, and the workings of so-called stateless societies in West Africa and the Congo (Zaire) River basin. The readings will be primarily from studies written using oral traditions and histories, and there will be some discussion of the problems of studying African societies of the past which kept no written records. Two class meetings per week.

First semester. Omitted 1999-00. Professor Redding.

64f. Introduction to South African History. This course will explore major themes in the history of a troubled country. The recent elections that dislodged the ruling racial and ethnic oligarchy of South Africa make this country unique in the post-colonial world. The course will begin by examining anthropological evidence regarding indigenous cultures, and move on to study the initiation and expansion of white settlement and the African resistance that whites encountered; the effects of gold mining; the development of racially based conflict; and African nationalism and responses to apartheid. The course will end with discussions both of recent events in South Africa and of the theoretical foundations for historical writing on South Africa. Roughly half the course will be spent on the pre-industrial period (until 1869), and half on the period after the major mineral discoveries. Two class meetings per week.

First semester. Omitted 1999-00. Professor Redding.

66f. Disease and Doctors: An Introduction to the History of Western Medicine. Disease has always been a part of human experience; doctoring is among our oldest professions. This course surveys the history of Western medicine from antiquity to the modern era. It does so by focusing on the relationship between medical theory and medical practice, giving special attention to Hippocratic medical learning and the methods by which Hippocratic practitioners built a clientele, medieval uses of ancient medical theories in the definition and treatment of disease, the genesis of novel chemical, anatomical, and physiological conceptions of disease in the early modern era, and the transformations of medical practice associated with the influence of clinical and experimental medicine in the nineteenth century. The course concludes by examining some contemporary medical dilemmas in the light of their historical antecedents. Two class meetings per week.

First semester. Professor Servos.

67s. Turning Points in the History of Science. An introduction to some major issues in the history of science from antiquity to the twentieth century. Topics will include the genesis and decay of a scientific tradition in Greco-Roman antiquity, the reconstitution of that tradition in medieval Europe, the revolution in scientific methods of the seventeenth century, and the emergence of science as a source of power, profit, and cultural authority during the past century. Two class meetings per week.

Second semester. Omitted 1999-00. Professor Servos.

68. Science and Society in Modern America. A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.

Second semester. Professor Servos.

SEMINARS (UPPER-LEVEL COURSES)

72. Seminar: Encountering Some Great Historians. We will read from the works of such historians as Gibbon, Michelet, Burckhardt, Tocqueville, Huizinga, Parkman, Woodward, and Braudel. Placing their work in the social, cultural, and professional contexts of their times, we will analyze both the dialogue between author and subject and the one between book and audience. Frequent individual and group projects. Two class meetings per week.

Not open to first-year students. Second semester. Omitted 1999-00. Professor Cheyette.

74. Topics in the History of Sex, Gender, and the Family. (Also Women's and Gender Studies 20.) The topic changes from year to year. In spring 2000 this seminar will focus on the history of homosexuality in the West. Topics will include: male homosexuality in Classical Antiquity, the rise of homosexual subcultures in Renaissance and Early Modern Europe, homosexuality and the international sex reform and psychoanalytic movements, the roots of lesbian and gay activism in the U.S., gender, race and class within contemporary lesbian and gay liberation movements, and the new Evangelical Right's attack on homosexuality. Readings will include passages from Scripture, diaries and autobiographies, medical and religious treatises, and letters and political manifestoes, along with theoretical and historical writing by Sigmund Freud, Michel Foucault, Alan Bray, Carroll

Smith-Rosenberg, John d'Emilio, Estelle Friedman, Gayle Rubin and others. One class meeting per week.

Limited to 15 students. Second semester. Professor Hunt.

75s. Seminar on Modern European History. The seminar topic changes each time the course is taught. During the spring term of 2000 we will focus on the opportunities and problems involved in doing contemporary history, *i.e.*, in studying the history of one's own time. We will begin by looking at some of the ways that interpretations of the watershed year 1968 (particularly the "May Days" in France and the "Prague Spring" of Czechoslovakia) have changed and developed over the past thirty years. Then we will undertake a close examination of two events that have given initial shape to the post-Cold War era: the peaceful (re)unification of Germany and the violent breakup of Yugoslavia. Two class meetings per week.

Not open to first-year students. Admission with consent of the instructor. Second semester. Professor Bezucha.

79. Luce Seminar: The Histories of Human Rights. In this course we will examine the theory and practice of human rights in broad, historical terms. We will consider not only the modern, institutional history of human rights which begins after the Second World War with the various United Nations Declarations and Covenants of Rights, but also the more expansive tradition of philosophical notions of legal entitlement, moral obligations and human worth. Thus we will consider the writings of Locke, Hume, Rousseau and Marx amongst others, alongside the historical effects of the French Revolution, the International Abolitionist movement against slavery, and the various International Workers Movements. Such a broad scope will allow us to develop a critical understanding of the frequent appeals to human rights in our world today: the substance and value of such appeals as well as their limitations and restraints. One class meeting per week.

Admission with consent of the instructor. First semester. Professor Hussain.

80. Seminar in Russian History. The topic may change from year to year. Knowledge of Russian history, literature, or language will be helpful but not required. Core reading, individual research projects and reports. One meeting per week.

Not open to first-year students. Limited to 20 students. Second semester. Omitted 1999-00. Professor Czap.

81. Seminar on the Social and Cultural History of New England. This seminar provides an interdisciplinary examination of the creation and transformation of cultural patterns in New England. Drawing upon the resources of Historic Deerfield, Amherst College, Old Sturbridge Village, and other sites, the course will introduce students to the variety of artifacts, landscapes and documentary sources that can be used to explore the history of this region from 1500 to 1900. It will make use of the work of archaeologists, anthropologists, and cultural geographers as well as economic, intellectual, and social historians. Two class meetings per week.

Requisite: History 8 or 37 or consent of the instructor. Limited to 20 students. First semester. Omitted 1999-00. Professor Sweeney.

82. Seminar on Race and Reunion: The Memory of the Civil War. (Also Black Studies 84). This course will explore the meaning and memory of the Civil War and Reconstruction in American cultural history from the 1870s to the 1930s. Two broad themes will be the focus of the seminar: one, the memory of slavery,

emancipation, and the ideal of racial equality; and two, the memory of sectionalism, war, and reunion. Sub-themes will include the Lost Cause, the New South, veterans' organizations and the martial ideal, national reconciliation in politics, America's emergence as an imperial power, popular culture (including film), Jim Crow, racial violence, historiography of slavery and Reconstruction, black community and protest organizations, and debates over the nature of collective memory and cultural mythology. Readings will consist of history and fiction. Historical works will set the stage for a broad exploration of the contending cultural memories of the Civil War era.

Not open to first-year students. Admission with consent of the instructor. Combined enrollment limited to 20 students. Second semester. Professor Blight.

83. Seminar in American Social and Intellectual History. "Do what the spirit say do!" "Too much talk and not enough action!" Because of such slogans activists of the 1960s are often pictured as so given to spontaneity and emotion as to be virtually free of serious ideas. This seminar will test that assumption by examining some of the more articulate leaders of social movements of the 1960s. We will sample the work of writers often cited by activists and compare the ideas presented there with the goals, methods, and rhetoric of those who participated in social protests. The three chief movements for study will be those that sought to achieve liberation and civil rights for African Americans, to alter the practices of colleges and universities, and to stop the war in Vietnam, movements which of course overlapped in ideas, techniques, and participants. The seminar will explore the expressed ideas and protest activities of figures such as Ella Baker, Stokely Carmichael, David Dellinger, Jane Fonda, Todd Gitlin, Fannie Lou Hamer, Tom Hayden, Martin Luther King, Jr., Mary King, Allard Lowenstein, Staughton Lynd, Robert Parris Moses, Diane Nash, and Mario Savio. For class reports and short papers students will draw on various sources, including the output of the underground press collected by the Liberation News Service and now preserved in the Amherst College archives. Major writing for the course consists of a research paper on a theme individually agreed upon with the instructor. These papers may treat movements other than the three emphasized in the early parts of the course, movements such as women's liberation, environmentalism, and gay rights. The latter part of the course dispenses with regular assignments to allow free time for research and writing. Two class meetings per week.

Not open to first-year students. Limited to 15 students. First semester. Professor Hawkins.

84. Seminar in U.S. Cultural History. The topic changes from year to year. The topic for 1999-00 is "Culture Wars." The seminar will explore cultural conflicts in America from the early nineteenth century to the present. Topics may include conflicts over alcohol and drug use, over "freedom" and "objectivity" of the press, and over "decency" in movies and other forms of entertainment. Special attention will be paid to the class and ethnic roots of such conflicts. Students will be expected to write a research paper on a subject of their choice. Two class meetings per week.

Admission with consent of the instructor. Preference given to History majors. Limited to 24 students. Second semester. Professor Couvares.

85. Seminar in Western American History. This seminar will focus on how visual images—including maps, prints, paintings, photographs, and films—can be used as primary source materials to understand some of the central issues of western American history. We will examine a broad range of images with particular attention to content and authorial intent, patronage, and the

modes of production and dissemination, in order to understand how images have shaped American perceptions of the western landscape and the diverse peoples of the West. Particular attention will be given to the ways in which images have both expressed and influenced broader cultural ideas relating to exploration and settlement, relations between native and non-native peoples, and the creation of the National Parks. Students will be expected to write a research paper on a topic of their choice. Two class meetings per week.

Limited to 20 students. First semester. Professor Sandweiss.

86. Trade and Plunder in Latin America and the Caribbean. The course will deal with the Age of European mercantile expansionism in the region. Topics to be discussed will include the basis for Spain's hegemonic claim to it; the response of Spain's maritime enemies to this monopoly particularly through their *corsairs*, privateers, pirates and *buccaneers*, and the extent to which these groups undermined Spain's hegemony as they helped the British and French especially in their empire-building in the Caribbean. Readings will include papal bulls, treaties such as Tordesillas and Godolphin, the *Requerimiento*, chronicles, eyewitnesses' accounts and historical narratives. Two class meetings per week.

Second semester. Omitted 1999-00. Professor Campbell.

87. Topics on the Caribbean and Latin America. The topic changes from year to year. The topic for 1999-00 is: Indentured Servants and Slaves: Race, Class and Ethnicity in the Recruitment and Use of Labor in Early New World Settlements. The great emphasis of modern historians on the study of slavery in the Americas has obscured the quantitative importance of the indenture system that "was greater than that of slavery in both the early settlement of British America and the development of its economy" (David W. Galenson). This is a view also held by historians as far apart in perspective as U. B. Phillips reflecting on colonial Virginia and Maryland or Eric Williams and Hilary McD. Beckles among others, contemplating the British Caribbean. The course will examine the nature of the recruitment of white servants from Europe, the transatlantic servant trade, their age, sex, literacy, price, occupational structures, treatment, stereotyping and the social distance between white masters and white servants who were usually referred to as the "lower orders." Careful attention will be paid to the legal codes governing servants as these were to become the very basis for the treatment of slaves as their number increased. What was the relationship between servants and slaves on the plantations? How did each group respond to their treatment? Did similar material deprivation and socio/psychological subordination induce them to develop concerted patterns of resistance as the master class feared or was race too potent a factor for such cooperation? Comparisons will be made between the Caribbean and some continental colonies. Readings will include historical writings, primary source documents, including *memoirs*, court cases, legal codes, servants' petitions and censuses. Two class meetings per week.

First semester. Professor Campbell.

88. Comparative Slave Systems. This course is an introduction to the history of slavery from the ancient period to modern New World plantation slavery, focusing on major topics such as demographic patterns, political and economic organizations and philosophical, religious and moral attitudes to slavery in different societies throughout the centuries. It is intended to give a wide perspective of slavery, showing that slavery as a system of labor existed in practically all known societies but identifying certain significant differences found in the New World plantation systems. One class meeting per week.

Second semester. Professor Campbell.

89. Seminar on Peoples and Cultures of the Caribbean. The Caribbean is a multi-cultural area arising from its ethnic diversity, encompassing Europeans, Africans, Amer-Indians, Black Caribs, Asians and others. This course will combine popular culture, folklore, and social history by examining movements such as Rastafarianism, *vaudum*, *santeria*, *pocomania*, the *Shango* cult, as well as the social content of certain musical forms like the Reggae, the Calypso, the *Son*, the *Mambo*, the *Merengue*, among others. Films, art objects, readings, discussions and guest lectures. One class meeting per week.

Limited to 25 students. First semester. Professor Campbell.

90f. Poverty and Social Inequality in Latin America. This seminar will examine the economic, social, and cultural history of poverty and inequity in Latin America from the mid-nineteenth century to the present. It will be at once a cultural and intellectual history of poverty and inequality in the Latin American context and an exploration of the lived experiences of material lack and disadvantaged social status. Topics will include: the shifting legal, political, and economic bases of poverty in Latin America; the relationship between race, gender, and social inequity; poverty and citizenship; poverty and economic "development"; the disparate cultural meanings of poverty; the politics of social inequity; and the social bases of violence and political instability in the late twentieth century. Materials examined will include historical and anthropological studies, oral histories, fiction, films, and music. One class meeting per week.

First semester. Professor Fischer.

91s. Histories of Consumption: Western Europe, the U.S., Japan. Since the 1980s, the history of consumerism—or of department stores, kleptomania, world's fairs, fashion, and advertising, to name just a few of the topics that have attracted special attention—has become a burgeoning new field of study. This seminar takes a comparative approach to introduce and explore the central issues that have emerged in this new literature. While much of the groundbreaking work has focused on Western Europe and the United States in the nineteenth and early twentieth centuries, recent research on the history of modern Japanese consumer culture has begun to enlarge our understanding of what is, after all, a global phenomenon. We will consider some of the major theorists of consumption (such as Marx, Veblen, Bourdieu) as well as key problems in the historical study of consumerism West and East that these have helped to inform. In addition to the ongoing debates on class and gender formation, we will also address questions of national identity, leisure, and the exotic raised by the Japanese material in particular. One class meeting per week.

Not open to first-year students. Limited to 15 students. Second semester. Professor Brandt.

92. Topics in African History. The topic changes from year to year. One class meeting per week.

Limited to 20 students. Second semester. Omitted 1999-00. Professor Redding.

95. Slavery and Serfdom: The United States and Russia in Comparative Perspective. (Also Black Studies 55.) A comparative history of bound labor systems in nineteenth-century Russia and the United States. Emphasis will be placed on the origins and development of slavery and serfdom, including each system's statutory basis, political ideologies, opposition movements, and intellectual defenses. The emancipation of the serfs (1861) and slaves (1863), as well as the fiftieth anniversaries of these events (1911 and 1913), in their respective countries will be assessed. Readings will include comparative historiography, histories of slavery, Tsarist Russia and Civil War era America, and slave and serf

narratives. This course is one in which students choosing to do so may complete the substantial essay required to meet one of the requirements for the major. Otherwise students will be expected to complete a number of shorter pieces of writing. Two class meetings per week.

Limited to 40 students. Previous course(s) in U.S. or Russian history highly recommended. First semester. Professors Blight and Czap.

99. Proseminar in History: Writing the Past. This course offers an opportunity for history majors to reflect upon the practice of history. How do we claim to know anything about the past at all? How do historians construct the stories they tell about the past from the fragmentary remnants of former times? What is the connection of historians' work to public memory? How do we judge the truth and value of these stories and memories? The course explores questions such as these through readings and case studies drawn from a variety of places and times. Two class meetings a week.

Not open to first-year students. Required of all history majors. First semester. Professor Cheyette.

99s. Proseminar in History: Writing the Past. Same description as History 99.

Not open to first-year students. Required of all history majors. Second semester. Professor Servos.

77, D77, 78, D78. Senior Departmental Honors. Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to Juniors and Seniors. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course. First and second semesters.

RELATED COURSES

The Crisis of the State in Africa. See Anthropology 42.

Requisite: A prior course pertaining to Africa and consent of the instructors. Limited to 20 students. Second semester. Professors Goheen and Redding.

African Systems of Belief and Knowledge in Historical Perspective. See Anthropology 46.

Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to 20 students. Second semester. Omitted 1999-00. Professors Goheen and Redding.

Seminar in Black Studies. See Black Studies 68 for description.

Limited to 20 students; preference given to Black Studies majors of junior or senior standing. Second semester. Professor Vendryes.

Greek History. See Classics 32f.

First semester. Omitted 1999-00. Professor Pouncey.

History of Rome: The Roman Empire, 31 BCE-235 CE. See Classics 33s.

Second semester. Omitted 1999-00. Professor Damon.

The Economic History of the United States. See Economics 28f.

Requisite: Economics 11. First semester. Omitted 1999-00. Professor Barbezat.

The Age of Chivalry: Women, Knights, and Poets. See European Studies 23s.

Second semester. Omitted 1999-00. Professors Chickering and Cheyette.

Law and Social Relations: Persons, Identities and Groups. See Law, Jurisprudence and Social Thought 28f.

First semester. Omitted 1999-00. Professor Umphrey.

History of Christianity—The Early Years. See Religion 45s.

Second semester. Professor Doran.

The World Columbus Found: Pre-Columbian Civilizations of Latin America and the Caribbean. See Colloquium 12.

Limited to 30 students. Second semester. Omitted 1999-00. Professor Campbell of Amherst College and Professor Proulx of the University of Massachusetts.

KENAN COLLOQUIA

Every three years the President selects as William R. Kenan, Jr., Professor a faculty member distinguished for scholarship and teaching. The Kenan Professor devises a colloquium or seminar, usually interdisciplinary in nature, to be taught in conjunction with one or more junior faculty members.

In 1999-00 the Kenan Colloquium will be offered as a sequence of courses having to do with "The Art and Culture of Cinema." These courses, which will address specific selected topics, are intended to be exploratory rather than definitive; they are not intended to constitute, together, a connected program. Each course defines its own requirements. Students may elect more than one Kenan course.

17. New Latin American Cinema. The course will explore the broad-based movement that has come to be known as "The New Latin American Cinema." The New Latin American Cinema arose in the 1960s, with roots in political and social conditions of the 50s and in part under cinematic influence of Italian neo-realism, out of the need to find modes of film representation for the actual lives and concerns of Latin Americans. The course will consider several of the principal earlier films, together with writings and manifestos (by Glauber Rocha, García Espinosa, Fernando Birri, Gutiérrez Alea, Solanas/Getino), and then trace later developments in film up to the present time. Particular attention will be given to the cinemas of Cuba, Brazil, Argentina and Mexico and to such themes as post- and neo-colonial conditions, the conditions of social and cinematic underdevelopment, the role of state and government in supporting, regulating, censoring cinema, and especially to the concept of a "third cinema" standing apart from the Euro-American opposition of a first and second (dominant and counter) cinema, a cinema aiming to represent the specificity of national cultures in the light of transnational concerns. Critical and aesthetic attention to the films and the medium will be a continuing concern. Two class meetings (three class hours) and up to two screenings per week.

Limited to 25 students. First semester. Professors Cameron and Corrales.

18. Film and Contemporary American Culture. (The description for this course is not yet available.)

Second semester. Professors Cameron and Umphrey.

LATIN AMERICAN STUDIES

Amherst students interested in Latin American Studies have the following two options: (1) they can, in conjunction with an advisor and with the approval of

the Committee on Academic Standing and Special Majors, design their own Latin American Studies major, taking advantage of the varied Five College offerings in the field; (2) they can participate in the Five College Latin American and Caribbean Studies Certificate Program. This is not a major program and is viewed as supplementary to work done by the major.

Information about the Certificate can be found on page 306. Students interested in a Latin American Studies major are advised of the following faculty at the College who are available for counselling in Latin American Studies: Professors Cobham-Sander of the English and Black Studies Departments, Professor Campbell of the History Department, and Professors Benítez-Rojo, Maraniss, and Stavans of the Spanish Department.

Individual courses related to the Latin American area which are offered at the College include: Black Studies 32 and 35; English 55 and 99; History 13, 53, 54, 55, 86, 87, 89, and 90; Political Science 22, 31, 48, and 69; and Spanish 17, 22, 26, 29, 32, 33, 34, 36, 37, 38, 39, 40, 41, and 48.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

Professors Kearns and Sarat, Associate Professor Douglas (Chair), Assistant Professor Umphrey, Luce Visiting Assistant Professor Hussain, Visiting Lecturer Delaney.

The Department of Law, Jurisprudence and Social Thought (LJST) places the study of law within the context of a liberal arts education. The Department offers courses that treat law as an historically evolving and culturally specific enterprise in which moral argument, distinctive interpretive practices, and force are brought to bear on the organization of social life. These courses use legal materials to explore conventions of reading, argument and proof, problems of justice and injustice, tensions between authority and community, and contests over social meanings and practices.

Major Program. A major in Law, Jurisprudence and Social Thought consists of a minimum of nine courses. Offerings in the Department include courses in Legal Theory (these courses emphasize the moral and philosophical dimensions that inform legal life and link the study of law with the history of social and political thought), Interpretive Practices (these courses emphasize the ways law attempts to resolve normative problems through rituals of textual interpretation), Legal Institutions (these courses focus on the particular ways different legal institutions translate moral judgments and interpretive practices into regulation and socially sanctioned force), and Historical and Cross-Cultural Perspectives (these courses explore the ways in which law and societies change over time, as well as the interdependence of law and culture).

Courses required of all majors are: LJST 18f (The Social Organization of Law) and LJST 26 (The Image of Law in Social and Political Thought). These courses should be taken preferably during the first or second year. In addition, majors must complete one course in Interpretive Practices, and one course in Historical and Cross-Cultural Perspectives. Students should consult with their advisor to determine which courses fulfill these requirements. It is also recommended that majors take one course designated as a Seminar which will normally be limited in enrollment, emphasize independent inquiry, and require substantial writing.

Students may receive credit toward a major in LJST for no more than two courses from outside the Department which are listed for inclusion in a Law, Jurisprudence and Social Thought major.

Departmental Honors Program. The Department awards Honors to Seniors who have achieved distinction in course work for the nine courses required of all majors, have completed, in addition, a two-course Honors Tutorial (LJST 77 and 78), and have submitted a thesis of Honors quality. In special cases and with the approval of the entire Department, a student may be permitted to devote three courses to his or her Honors project.

Students seeking to do Departmental Honors work must have a college-wide grade average of B+. In addition, they must submit, at the beginning of the first week of classes in the first semester of their senior year, a description of an area of inquiry or topic to be covered, a list of courses which provide necessary background for the work to be undertaken, and a bibliography. Students contemplating Honors work should consult with members of the Department during the second semester of their junior year to define a suitable Honors project.

Admission to the Honors Program is contingent on the Department's judgment of the feasibility and value of the student's proposal as well as on his or her preparation and capacity to carry it through to a fruitful conclusion. The Department normally requires a first draft of the Honors thesis to be submitted before the beginning of the second semester. Honors theses will be evaluated by a committee of readers whose members will make recommendations to the Department concerning level of Honors.

Post-Graduate Study. LJST is not a pre-law program designed to serve the needs of those contemplating careers in law. While medical schools have prescribed requirements for admission, there is no parallel in the world of legal education. Law schools generally advise students to obtain a broad liberal arts education; they are as receptive to students who major in physics, mathematics, history or philosophy as they would be to students who major in LJST.

LJST majors will be qualified for a wide variety of careers. Some might do graduate work in legal studies, others might pursue graduate studies in political science, history, philosophy, sociology, or comparative literature. For those not inclined toward careers in teaching and scholarship, LJST would prepare students for work in the private or public sector or for careers in social service.

18f. The Social Organization of Law. (Also Political Science 18f.) Law in the United States is everywhere, ordering the most minute details of daily life while at the same time making life and death judgments. Our law is many things at once—majestic and ordinary, monstrous and merciful, concerned with morality, yet often righteously indifferent to moral argument. Powerful and important in social life, the law remains elusive and mysterious. This power and mystery is reflected in, and made possible by, a complex bureaucratic apparatus which translates words into deeds and rhetorical gestures into social practices.

This course will examine that apparatus. It will describe how the problems and possibilities of social organization shape law as well as how the social organization of law responds to persons of different classes, races and genders. We will attend to the peculiar ways the American legal system deals with the human suffering—with examples ranging from the legal treatment of persons living in poverty to the treatment of victims of sexual assault. How is law organized to cope with their pain? How are the actions of persons who inflict injuries on others defined in legal terms? Here we will examine cases on self-defense and

capital punishment. Throughout, attention will be given to the practices of police, prosecutors, judges, and those who administer law's complex bureaucratic apparatus.

First semester. Professor Sarat.

20. Murder. Murder is the most serious offense against the legal order and is subject to its most punitive responses. It gives meaning to law by establishing the limits of law's authority and its capacity to tame violence. Murder is, in addition, a persistent motif in literature and popular culture used to organize narratives of heroism and corruption, good and evil, fate and irrational misfortune. This course considers murder in law, literature and popular culture. It begins by exploring various types of murders (from "ordinary murder" to serial killing and genocide) and inquiring about the differences among them. It examines the definition of homicide in different historical and cultural contexts and compares that crime with other killings which law condemns (e.g., euthanasia and assisted suicide) as well as those it tolerates or itself carries out. It asks how, if at all, those who kill are different from those who do not and whether murder should be understood as an act of defiant freedom or simply of moral depravity. In addition, we will analyze the increasing prevalence of murder in American urban life as well as its various cultural representations. Can such representations ever adequately capture murder, the murderer, and the fear that both arose? How is murder commodified and consumed in popular culture? What is the significance of such commodification and consumption for the way it finds its way into law's own narratives? The course will draw on legal cases and jurisprudential writings, murder mysteries, texts such as *Oedipus Rex*, *Crime and Punishment*, *Macbeth*, Poe's "The Black Cat," Capote's *In Cold Blood*, Arendt's *Eichmann in Jerusalem*, Mailer's *Executioner's Song*, and Theroux's *Chicago Loop*, and films such as Hitchcock's *Rope*, *Thelma and Louise*, *Silence of the Lambs*, and *Menace to Society*. Throughout, we will ask what we can learn about law and culture from the way both imagine, represent and respond to murder.

Second semester. Professor Sarat.

22f. Rights and Wrongs. This course will examine the way ideas of rightful and wrongful conduct are constructed in contemporary American legal texts and the way legal thought has confronted the paradoxes and possibilities of modern social life. It will do so through a comparison of the law of torts—private actions for personal injury—and the law of crimes—prosecutions for violations of public order. Although concerned with similar issues, these two areas of law appear to define duties, assess responsibility and impose liability in different ways. Moreover, these two legal domains are often seen as conforming to distinct conceptions of the relationship between law and society—one holding that law should be responsive to considerations of private utility and the interests of autonomous individuals, the other viewing law as a mechanism for attaining public order and virtue. In examining torts and crimes we will confront the way law's interpretive constructs and categorical framework are imposed on social life. We will read court decisions and theoretical essays on the justification for punishing attempted but unsuccessful harms, including attempted suicide, and the conflict between private rights and public benefits in cases on environmental pollution and injuries resulting from dangerous, but socially useful, products.

First semester. Omitted 1999-00. Professor Kearns.

23. Legal Institutions and Democratic Practice. This course will examine the relationship between legal institutions and democratic practice. How do judicial decisions balance the preferences of the majority and the rights of minorities? Is it possible to reconcile the role that partisan dialogue and commitment play in

a democracy with an interest in the neutral administration of law? How does the provisional nature of legislative choice square with the finality of judicial mandate? By focusing on the United States Supreme Court, we will consider various attempts to justify that institution's power to offer final decisions and binding interpretations of the Constitution that upset majoritarian preferences. We will examine the origins and historical development of the practice of judicial review and consider judicial responses to such critical issues as slavery, the New Deal, and abortion. The evolving contours of Supreme Court doctrine will be analyzed in the light of a continuing effort to articulate a compelling justification for the practice of judicial intervention in the normal operation of a constitutional democracy.

First semester. Professor Douglas.

24. Property, Liberty and Law. What we call property is enormously important in establishing the nature of a legal regime. Moreover, an exploration of property offers a window on how a culture sees itself. Examining how property notions are used and modified in practice can also provide critical insights into many aspects of social history and contemporary social reality.

We will begin our discussion of property by treating it as an open-ended cluster of commonplace and more specialized notions (e.g., owner, gift, lease, estate) used to understand and shape the world. We will look at how the relation of property to such values as privacy, security, citizenship and justice has been understood in political and legal theory and how different conceptions of these relations have entered into constitutional debates. We will also study the relationship of property and the self (How might one's relation to property enter into conceptions of self? Do we "own" ourselves? Our bodies or likenesses? Our thoughts?), property and everyday life (How are conceptions of property used to understand home, work and community?) and property and culture, (Do our conceptions of property influence understandings of cultural differences between ourselves and others? Does it make sense to claim ownership over one's ancestors?). In sum, this course will raise questions about how property shapes our understandings of liberty, personhood, agency and power.

Second semester. Omitted 1999-00. Lecturer Delaney.

25s. Legal Categories and Cultural Forms. Almost everywhere societies are looking to the rule of law as essential in building prosperity and personal freedom. At the same moment, however, we are witnessing an emerging and deepening hostility between "the West and the rest," and between western democracies and countries with different legal and political traditions, such as Islam. This course will take both the allegedly global triumph of legality and the conflict between the West and the rest as an occasion to assess the interconnections of basic legal categories and the cultural forms in which they are articulated. It will examine categories—e.g., command, obedience, sanction, norm—and oppositions—e.g., law versus morality, following rules versus doing justice—through which different legal traditions are constituted as well as the ways these categories and oppositions, these ways of thinking about law, come to seem natural and necessary. We will study the place of law in the political and cultural projects through which state and society in the West are organized, project their power into the world, and legitimate themselves. Here particular attention will be paid to the importance of images of the primitive, the uncivilized, and the savage in our legal tradition as well as the way Western law has been and is deeply intertwined with specific imaginings of racial and sexual identity, with specific understandings of self and other. The course also will look at how non-Western cultures structure their law. What is the image of law found in these cultures? With what political and cultural projects is non-Western law associated? To answer these questions, students will be introduced

to legal traditions and histories found in Islam and precolonial India. We will ask what we can learn about the historical specificity and contingency of the categories of Western law by comparing our ideas about command, obedience, and sovereignty, ideas essential to such authors as H.L.A. Hart and John Stuart Mill as well as to our case law, with Gandhi's writings on the meaning of nonviolence and disobedience. Other readings may include selections from Chinua Achebe, Montesquieu, George Orwell, E.M. Forster, Salmon Rushdie, and Doris Lessing.

Second semester. Omitted 1999-00. Professors Sarat and Hussain.

26. The Image of Law in Social and Political Thought. Law haunts the imagination of social and political thinkers. For some, law is a crucial tool for the radical reconstruction of society, an essential component of any utopian project. For others, law is by its very nature conservative, ever wedded to the status quo, a cumbersome and confusing apparatus made necessary by a world of imperfection. This course will attempt to make sense of the diverse and contradictory images of law which inform the work of social and political theorists. We will examine how images of law both lie at the center of, and are constituted by, concepts of personhood, community, legitimacy, and power. Readings include works by Plato, Augustine, Blackstone, Marx, Freud, and such contemporary thinkers as Judith Shklar and Roberto Unger.

Second semester. Professor Kearns.

28f. Law and Social Relations: Persons, Identities and Groups. This course will explore the tangled history of social difference and dominance in American law. We will examine the contradictions and tensions inherent in legal meanings of identity in the context of laws concerning race and ethnicity, gender, religion, class, and sexual orientation. Which identities have been included and which have been excluded from legal protection at specific historical moments, and why? How historically contingent is the content of, for example, the category of "race" in equal protection analysis? What tensions have emerged in different eras between the competing constitutional values of individual liberty and social equality? We will read both constitutional cases and works of fiction, as well as historical and contemporary legal commentary, and will focus particularly on interpretations of the First and Fourteenth Amendments.

First semester. Omitted 1999-00. Professor Umphrey.

30. The Rhetoric of Law: Proof and Persuasion in the Legal Process. This is a course about law as discourse, proof, and persuasion. We will study the unusual ways legal narratives are constructed and examine the rhetoric of law as it reveals what is regarded as important in the legal process. We will study law as a process of storytelling in which legal skill is revealed in the construction of persuasive narratives. We will compare common sense, philosophical and literary conventions of speech, knowing and proof to the methods of law. Specific attention will be paid to the rhetoric of the trial, to the rules of evidence that govern its production, and to the truthfulness and reliability of the stories that emerge in adversarial proceedings. These stories will be considered in light of their re-reading and re-negotiation by appellate judges and others within the hierarchy of law. This consideration will lead us to inquire about the relationship between the rhetoric of law and other rhetorical/narrative modes. How do all narratives, by patrolling desire, disciplining discourse and policing the range of expression, perform functions which can be identified as legal? Finally, we will consider how judges and lawyers respond to alternative narrative strategies—strategies which subvert the controlled discourse of law, open up new narrative worlds, or insist that law attend to the social world kept at a distance by its own rhetorical conventions. Materials will include trial records, lawyers' arguments, judicial

opinions, as well as material drawn from philosophy, literature, literary theory, and the sociology of law.

Limited enrollment. Second semester. Omitted 1999-00. Professor Sarat.

32f. Law's Nature: Humans, the Environment and the Predicament of Law. "Nature" is at once among the most basic of concepts and among the most ambiguous. Law is often called upon to clarify the meaning of nature. In doing so it raises questions about what it means to be human.

This course is organized around three questions. First, what does law as a humanistic discipline say about nature? Second, what can law's conception of nature tell us about shifting conceptions of humanness. Third, what can we learn by attending to these questions about law's own situation in the world and its ability to tell us who we are? We will address these questions by starting with the environment (specifically wilderness). We will then expand our view of nature by examining legal engagements with animals (endangered species, animals in scientific experiments, and pets), human bodies (reproductive technologies, involuntary biological alterations, the right to die) and brains (genetic or hormonal bases for criminal defenses). Throughout, we will focus our attention on the themes of knowledge, control and change. We will look, for example, at relationships between legal and scientific forms of knowledge and the problematic role of expert knowledge in adjudicating normative disputes. We will also look at law's response to radical, technologically induced changes in relations between humans and nature, and to arguments in favor of limiting such transformations.

First semester. Lecturer Delaney.

33s. Race, Place, and the Law. Understandings of and conflicts about place are of central significance to the experience and history of race and race relations in America. The shaping and reshaping of places is an important ingredient in the constitution and revision of racial identities: think of "the ghetto," Chinatown, or "Indian Country." Law, in its various manifestations, has been intimately involved in the processes which have shaped geographies of race from the colonial period to the present day: legally mandated racial segregation was intended to impose and maintain both spatial and social distance between members of different races.

The objective of this course is to explore the complex intersections of race, place, and law. Our aim is to gain some understanding of geographies of race "on-the-ground" in real places, and of the role of legal practices—especially legal argument—in efforts to challenge and reinforce these racial geographies. We will ask, for example, how claims about responsibility, community, rationality, equality, justice, and democracy have been used to justify or resist both racial segregation and integration, access and expulsion. In short, we will ask how moral argument and legal discourse have contributed to the formation of the geographies of race that we all inhabit. Much of our attention will be given to a legal-geographic exploration of African-American experiences. But we will also look at how race, place and the law have shaped the distinctive experiences of Native Americans, Hispanic Americans, and Asian Americans.

Second semester. Omitted 1999-00. Lecturer Delaney.

36. Accusation and Confession. For an individual suspected of wrongdoing, the power of law is revealed most acutely at the moment of accusation. The accused finds himself wrenched from his everyday life, pitted against the mobilized resources of the state, his innocence called into question. At the same moment that accusations are made, complex procedures designed to protect the accused from the naked force of the state are set into motion. This course will examine the legal

process of accusation, the human experience of being accused, and the unusual and often perplexing means by which judgments about guilt and innocence are made in the American legal system. What is the meaning of a presumption of innocence when the very act of accusation exposes the individual to a withering implication of guilt? How do we interpret the accused's right to silence when the very idea of being accused seems to demand a response? How can we best understand the claims of innocence or the confessions that individuals offer in the face of accusation? How does the legal concept of "guilt" comport with the same notion as presented in works of literature and philosophy?

Second semester. Professor Douglas.

38. Artistic Representation and Legal Regulation. Both the judicial and the artistic temper strive to order the world meaningfully, yet often the legal and the creative find themselves in conflict. This course will undertake a broad investigation of the relationship between law and the creative arts. What role should law play in the cultural life of a community? What can we learn about the law by studying its preoccupation with artistic creation? How does the law authorize and restrain creative work through such concepts as "originality," "defamation," and "obscenity"? What are the judicial and aesthetic consequences of the law's attempt to protect the "fruits of creative labor" through doctrines of intellectual property such as copyright? How have these doctrines evolved historically and can they be applied to contemporary cultural artifacts? These inquiries will lead us to consider the nature of the aesthetic response to legal interventions in the art world: How is the law imagined and constructed in contemporary cultural representations? Materials include contributions to aesthetic and legal theory, literature and film, as well as selected cases.

Limited to 20 students. Second semester. Omitted 1999-00. Professor Douglas.

39. Re-Imagining Law: Feminist Interpretations. (Also Political Science 39.) See Political Science 39 for description.

Open to Juniors and Seniors. First semester. Professor Bumiller.

40. Law's Madness. Law holds itself out as a means of ordering a disordered world. It demands the presence of rationality, both inside and outside itself, demarcating and policing a line (however contingent and unstable) between reason and unreason, between sanity and madness. This course, drawing upon the work of both Sigmund Freud and Michel Foucault, explores the desire for and instability of that demarcation. We will inquire into the ways and terms in which law attempts to assert mastery over the irrational even as we wonder whether law itself may be said to have a subjectivity vulnerable to or even constituted by internal disruption. Can we, in effect, psychoanalyze law, inquiring into its desires and repressions, its very psychic structure? To what extent does law operate as a projection of our own desire for rationality—our own, displaced superego? And how do literature and psychoanalytic theory deploy images of law as the ground upon which to constitute the very idea of madness? To explore these questions, we will draw on film, drama, literature, cultural theory and legal materials.

Second semester. Professor Umphrey.

41s. Interpretation in Law and Literature. Interpretation lies at the center of much legal and literary activity. Both law and literature are in the business of making sense of texts—statutes, constitutions, poems or stories. Both disciplines confront similar questions regarding the nature of interpretive practice: Should interpretation always be directed to recovering the intent of the author? If we abandon intentionalism as a theory of textual meaning, how do we judge the

"excellence" of our interpretations? How can the critic or judge continue to claim to read in a manner deemed "authoritative" in the face of interpretive plurality? In the last few years, a remarkable dialogue has burgeoned between law and literature as both disciplines have grappled with life in a world in which "there are no facts, only interpretations." This seminar will examine contemporary theories of interpretation as they inform legal and literary understandings. Readings will include works of literature (Hemingway, Kafka, Woolf) and court cases, as well as contributions by theorists of interpretation such as Spinoza, Dilthey, Freud, Geertz, Kermode, Dworkin, and Sontag.

Limited to 20 students. Second semester. Professor Douglas.

42f. Policing: Legal Practices and Popular Imagination. The word "policing" suggests an act or a process, the construction and supervision of borders, the constant demonstration and imposition of authority or force over a person, group, behavior, or space presumed to be a threat to order. This course will explore policing as both a material practice and a cultural trope. We will examine the history of the police and various police tactics for maintaining order, constantly bearing in mind the blurred line between the police and the criminal, their interdependent identities and violent underpinnings. At the same time, we will consider "popular" policing and various kinds of social regulation as extensions of the state's police power. On still another level, we will search out policing as a cultural phenomenon and an epistemological category. What is the relation between policing and detection? Between policing and surveillance? What role do the imaginary and the aesthetic play in giving meaning to the idea of policing? How are these meanings inscribed in popular cultural forms (the roman policier, the journalistic exposé, *film noir*) and contemporary life (home-video culture, on-the-job surveillance)?

First semester. Professor Umphrey.

43. Law's History. History is the backbone of the common law, a body of principles developed over time through a slow accretion of decisions constantly engaged with their own historical antecedents, or "precedent." Thus, questions of history are integral to an understanding of the rhetorical and hermeneutic practices involved in the creation of legal doctrine. Paying close attention to legal texts—opinions, treatises, and commentary—we will examine the way legal scholars and jurists since the eighteenth century have used historical materials to construct narratives that can justify their decisions, and how those uses have changed over time.

Yet the problem of history in law extends beyond its justificatory use in legal texts, and will push us to further questions. What, in the context of doctrine-making, is history? Does it include the personal histories detailed at trial? Does it erase the lived experiences of social groups at specific historical moments? How do these "other" histories, embedded in every legal case but often obscured in judicial opinions and treatises, put into question the legal system's objective epistemological stance toward the very people over whom it presides?

Limited to 20 students. First semester. Professors Umphrey and Hussain.

44f. The Civil Rights Movement: From Moral Commitment to Legal Change. In America the term "civil rights" conventionally signifies rights of minorities and, more specifically, rights of African-Americans. It is also sometimes claimed that the expansion of these rights entailed imposing limitations on the rights of others. This course challenges these understandings by examining the idea that all Americans have "civil rights" and that the distribution of civil rights in society need not mean limiting the rights of one group to advance the

interests of another. We will explore these propositions through a study of the influence and impact of the Civil Rights Movement from the 1950s to 1970s on American law and American society more generally. We will examine how political movements mobilize moral commitment and the ways such commitment is received in or by legal institutions. After a survey of important legal and social changes brought about by civil rights advocates, we will look at how such changes inspired the contemporary struggles of Native Americans, women, and poor people. In addition, we will examine the meaning of legal equality and recent controversies about affirmative action. Throughout, we will seek to understand how law is changed as well as how law contributes to social change.

First semester. Professor Delaney.

47. Law and Political Emergency. Political emergency is a large category which can include moments of riot and rebellion, constitutional crisis, and war. Although it may coincide with criminal and violent activity, political emergency is essentially different from crime. As recent events—the Los Angeles riots, the situation on the West Bank, President Yeltsin's dissolution of the Russian Parliament—have shown, political emergency is very much part of our world today. Focusing on current as well as historical cases, and the work of different legal theorists, we will consider the history and theory of the concept of emergency. What happens to legal institutions during war time? What happens within a legal system during moments of riot, rebellion, even revolution? How does a legal system regulate and control the massive force used to suppress such uprisings? What happens when the constitution and legal system are themselves challenged by a new revolutionary government? Some of the examples we will consider in this course include the suppression of riots in eighteenth and nineteenth century England; the cases of martial law and massacre in colonial Jamaica and India; the situation in the U.S. during World War II; and constitutional crises and military coups.

First semester. Omitted 1999-00. Professor Hussain.

48. Law and Historical Trauma. (Also History 36.) Certain events in political history—revolutions, civil wars, transitions from authoritarian or totalitarian regimes to political democracy, or particular moments in the ongoing constitutional life of a nation—seem unusual in the breadth and depth of the break or rupture that they make from tradition, the past, and the ongoing self-understandings of a people. Those events pose a special opportunity and challenge for law. Can law repair the traumatic ruptures associated with revolution, civil war, and recent democratic transitions? In such moments does law provide a reassuring sense of stability that serves to maintain the underlying continuity of history? Or, does it compound the crisis of dramatic historical transformation by insisting on judging the past, bringing the losers to justice, and publicly proclaiming the "crimes" of the old order? What can we learn about law by examining its responses to historical trauma? To address these questions we will first examine the idea of trauma and ask what makes particular events traumatic and others not. Is trauma constitutive of law itself? Is law always born in traumatic moments and, at the same time, continuously preoccupied with responding to its own traumatic origins? We will then proceed comparatively and historically by focusing on a series of case studies including colonial revolution in Algeria, Aboriginal rights cases in Australia, slavery and civil war in the United States, and regime changes in South Africa, Germany, and Argentina. In each we will identify the part played by law and ask what we can learn about the capacities and limits of law both to preserve national memory and, at the same time, to build new social and political practices.

Second semester. Professor Hussain.

77, 78. Senior Departmental Honors. Independent work under the guidance of a tutor assigned by the Department. Open to Senior LJST majors who wish to pursue a self-defined project in reading and writing and to work under the close supervision of a faculty member. Admission is by consent of the Department.

97, 98. Special Topics. Independent Reading Courses. Reading in an area selected by the student and approved in advance by a member of the Department.

RELATED COURSES

History of Anthropological Thought. See Anthropology 23.

Not open to first-year students. First semester. Professor Gewertz.

Economic Anthropology and Social Theory. See Anthropology 43s.

Second semester. Professor Goheen.

Philosophy, Race and Racism. See Black Studies 72f (also Philosophy 22f).

First semester. Omitted 1999-00.

Law and Economics. See Economics 66.

Second semester. Professor Nicholson.

"The Linguistic Turn": Language, Literature and Philosophy. See English 54f.

First semester. Professor Parker.

Literature of the Civil Rights Movement. See English 67s.

Second semester. Omitted 1999-00. Professor Townsend.

Colonial Ideologies. See History 35s.

Second semester. Professor Hussain.

Luce Seminar: The Histories of Human Rights. See History 79.

Admission with consent of the instructor. First semester. Professor Hussain.

Topics in African History. See History 92.

Limited to 20 students. Second semester. Omitted 1999-00. Professor Redding.

Command and Consent. See Philosophy 26f.

First semester. Omitted 1999-00. Professor George.

Philosophy of Law. See Philosophy 30f.

First semester. Professor Smith.

Ethical Theory. See Philosophy 34.

Requisite: One course in philosophy or consent of the instructor. Second semester. Professor Kearns.

Political Theory from Hobbes to Nietzsche. See Political Science 28.

Second semester. Professor Martel.

The American Constitution I: The Structure of Rights. See Political Science 41.

First semester. Omitted 1999-00. Professor Arkes.

The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." See Political Science 42.

Second semester. Omitted 1999-00. Professor Arkes.

Seminar: The Classic Period in American Jurisprudence. See Political Science 58f.

First semester. Omitted 1999-00. Professor Arkes.

Punishment, Politics and Culture. See Political Science 60.

Second semester. Professor Sarat.

Psychology and the Law. See Psychology 63.

First semester. Omitted 1999-00. Professor Hart.

The Islamic Religious Tradition. See Religion 17s.

Second semester. Omitted 1999-00. Professor Elias.

Ancient Israel. See Religion 21.

First semester. Omitted 1999-00. Professor Niditch.

Reading the Rabbis. See Religion 41.

First semester. Omitted 1999-00. Professor Niditch.

Foundations of Sociological Theory. See Sociology 15.

First semester. Professor Himmelstein.

Sociology of Conflict and Conflict Resolution. See Sociology 39s.

Requisite: Sociology 11 or 15; or Anthropology 11 or 12 or 23; or consent of the instructor. Second semester. Professor Dizard.

Text and Disciplines: Fiction as History. See Women's and Gender Studies 24.

Limited to 20 students. Second semester. Professors Barale and Saxton.

Feminist Moral Theory. See Women's and Gender Studies 61.

First semester. Omitted 1999-00. Professor Saxton.

LINGUISTICS

Courses in linguistics and related fields are offered occasionally through the Departments of Anthropology and Sociology, Asian Languages and Civilizations, English, Mathematics and Computer Science, Philosophy, and Psychology. The University of Massachusetts offers a wide variety of classes on both the undergraduate and graduate levels in linguistic theory, phonology, syntax, and semantics; Hampshire College and Smith College offer courses as well in language acquisition and cognitive science. Students interested in creating an interdisciplinary major in linguistics are advised to consult Professor Wako Tawa, Department of Asian Languages and Civilizations, Amherst College.

Language: Its Structure and Use. See Asian 34.

Second semester. Omitted 1999-00. Professor Tawa.

Compiler Design. See Computer Science 37.

Requisites: Computer Science 14 and 21. First semester. Professor L. McGeoch.

"The Linguistic Turn": Language, Literature and Philosophy. See English 54f.

First semester. Professor Parker.

Mathematical Logic. See Mathematics 34f.

Requisite: Mathematics 15, 25, or 28, or consent of the instructor. First semester. Professor Velleman.

Philosophy of Language. See Philosophy 36.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 1999-00. Professor A. George.

MATHEMATICS AND COMPUTER SCIENCE

Professors Armacost, Cox, Denton*, Starr, and Velleman; Associate Professors Call (Chair)‡, C. McGeoch‡, L. McGeoch, and Rager (Acting Chair, second semester)†; Assistant Professor Kaplan, Visiting Assistant Professors Castro and Odden.

The Department offers the major in Mathematics and the major in Computer Science as well as courses meeting a wide variety of interests in these fields. Non-majors who seek introductory courses are advised to consider Mathematics 5, 11, 15, and Computer Science 11, none of which requires a background beyond high school mathematics.

Mathematics

Major Program. The minimum requirements for the Mathematics major are Mathematics 11, 12, 13, 25, 26, 28, and at least three other courses in Mathematics numbered 14 or higher. In addition, a major must complete two courses outside Mathematics which demonstrate significant use of mathematics. These two courses may be chosen from the following list: Computer Science 31, Physics 16 or 32, Physics 17 or 33, Economics 65, Philosophy 50. Requests for alternative courses must be approved in writing by the Chair of the Department.

Students with a strong background in Mathematics may be excused from taking certain courses such as introductory calculus courses. It is recommended that such students take the Advanced Placement Examination in Mathematics.

A student considering a major in Mathematics should consult with a member of the Department as soon as possible, preferably during the first year. This will facilitate the arrangement of a program best suited to the student's ability and interests. Students should also be aware that there is no single path through the major; courses do not have to be taken in numerical order (except where required by prerequisites).

For a student considering graduate study, the Departmental Honors program is strongly recommended. Such a student is advised to take the Graduate Record Examination early in the senior year. It is also desirable to have a reading knowledge of two foreign languages, usually French, German, or Russian.

All students majoring in Mathematics are expected to attend the departmental colloquium during their junior and senior years.

Comprehensive Examination. A comprehensive examination for majors who are not participating in the Honors Program will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Mathematics 11, 12, 13, 25, and a choice of Mathematics 26 or 28. A document describing the comprehensive examination can be obtained from the Department Secretary.

Departmental Honors Program. Students are admitted to the Honors Program on the basis of a qualifying examination given at the beginning of the spring semester of their junior year. (Those for whom the second semester of the junior year occurs in the fall may elect instead to take the qualifying examination at the

*On leave 1999-00.

†On leave first semester 1999-00.

‡On leave second semester 1999-00.

beginning of that semester.) The examination is identical to the comprehensive examination mentioned above and is described in a document available from the Department Secretary. Before the end of the junior year, an individual thesis topic will be selected by the Honors candidate in conference with a member of the Department. After intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of material, if not in content. In addition, the candidate will report to the departmental colloquium on her or his thesis work during the senior year. Honors candidates are also required to complete Mathematics 31 and either Mathematics 42 or 44.

5. Calculus with Algebra. Mathematics 5 and 6 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 5 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 5 and 6 are sufficient for any course with a Mathematics 11 requisite, Mathematics 5 alone is not.

First semester. Professor Odden.

6. Calculus with Elementary Functions. Mathematics 6 is a continuation of Mathematics 5. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 5 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Finally, first order separable differential equations will be studied. Four class hours per week.

Second semester. Professor Odden.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, anti-derivatives; applications, including Newton's method; the definite integral, simple applications; circular functions; logarithms and exponential functions. Four class hours per week.

First semester. The Department.

11s. Introduction to the Calculus. Same description as Mathematics 11.

Second semester. The Department.

12f. Intermediate Calculus. A continuation of Mathematics 11. Inverse trigonometric and hyperbolic functions; methods of integration, both exact and approximate; applications of integration to volume and arc length; improper integrals; l'Hôpital's rule; infinite series, power series and the Taylor development; and polar coordinates. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. First semester. The Department.

12. Intermediate Calculus. Same description as Mathematics 12f.

Second semester. The Department.

13. Multivariable Calculus. Elementary vector calculus; introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester. Professors Call and Castro.

13s. Multivariable Calculus. Same description as Mathematics 13.

Second semester. Professor Odden.

14. Introduction to Probability. This course explores the nature of probability and its use in modeling real world phenomena. By restricting attention to finite and countable contexts, it becomes possible to study a broad class of models with minimal appeal to the machinery of calculus. The course begins with the development of an intuitive feel for probabilistic thinking, based on the simple yet subtle idea of counting. It then evolves toward the rigorous study of discrete and continuous probability spaces, random variables, and distribution functions. Examples will be used as a guide throughout the course, and a variety of applications from such areas as games of chance, information theory, game theory, decision theory and operations research will be included. In studying these applications, particular attention will be paid to the associated probability models. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Second semester. Omitted 1999-00.

15s. Discrete Mathematics. This course is an introduction to some topics in mathematics that do not require the calculus. Emphasis is placed on topics that have applications in computer science, including elementary set theory, logic, mathematical induction; basic counting principles; relations and equivalence relations; graph theory; and rates of growth. Additional topics may vary from year to year. This course not only serves as an introduction to mathematical thought but it is also recommended background for advanced courses in computer science. Four class hours per week.

Second semester. Professor Starr.

16. Chaotic Dynamical Systems. Given a system such as the weather, the stock market or the population of a large city, there are many questions that can be asked about its long-term behavior. A Dynamical System is a mathematical model of such a system, and in this course, we will study dynamical systems from a mathematical point of view. In particular, we will describe the various ways in which a dynamical system can behave, and we will discover that some very simple systems can have surprisingly complex behavior. This will lead to the notion of a chaotic dynamical system. We will also discuss Newton's method, fractals, and iterations of complex functions. Three class hours per week plus a weekly one-hour computer laboratory. Offered in alternate years.

Requisite: Mathematics 13 or consent of the instructor. Second semester. Professor Castro.

17s. Introduction to Statistics. Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's t , and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation

(including errors of Type I and Type II); a brief introduction to analysis of variance and non-parametric methods. Four class hours per week.

Requisite: Mathematics 11 or the equivalent. Second semester. Professor Starr.

20. Differential Equations. The solution, application and theory of differential equations. After a study of elementary methods of solution, systems of differential equations, and the existence, uniqueness and stability of solutions, attention will be given to topics among the following: numerical methods, partial differential equations, and eigenfunction expansions. Four class hours per week.

Requisite: Mathematics 13. Second semester. Omitted 1999-00.

23. Topics in Geometry. The topics and requisites may change from year to year. The topics for fall 1999 will be neutral geometry, non-Euclidean geometry and differential geometry.

In Euclidean geometry, the parallel axiom asserts that given a line and a point not on the line, there is a unique line through the point parallel to the given line. This implies, for example, that the sum of the angles of a triangle is always 180 degrees. In the nineteenth century, it was discovered that this is not the only possible geometry.

The course will begin with neutral geometry, which makes no assumptions about parallel lines. We will see that there are some nice results which can be proved, including a characterization of isometries (= distance preserving maps from the plane to itself). We will then study non-Euclidean geometry, which uses a different parallel axiom. Here, we still have geometric objects like circles and lines, but many of the theorems and formulas will be different. For example, the sum of the angles of a triangle will always be less than 180 degrees, and this sum will determine the area of the triangle. This will have interesting consequences concerning similar triangles. We will also study the fascinating history of non-Euclidean geometry.

The final part of the course will be an introduction to differential geometry. The key concepts will be geodesics (which replace straight lines) and curvature (which measures how a surface bends). These will enable us to make some interesting models of non-Euclidean geometry and to see how geometric ideas can be applied in a much wider context. Three class hours per week. Offered in alternate years.

Requisite: Mathematics 13 or consent of the instructor. First semester. Professor Cox.

24. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: cryptology; Diophantine equations; asymptotic prime number estimates; continued fractions; algebraic integers. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Omitted 1999-00.

25. Linear Algebra. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence and basis; systems of linear equations; linear transformations and their representation by matrices; determinants; eigenvalues and eigenvectors. The course may also cover inner product spaces, dual spaces, the Cayley-Hamilton Theorem, and an introduction to canonical forms. Four class hours per week.

Requisite: Mathematics 12. First semester. Professor Armacost.

26. Groups, Rings and Fields. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of

groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25. Second semester. Professor Cox.

28. Introduction to Analysis. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence. The course may also study the Gamma function, Stirling's formula, or Fourier series. Four class hours per week.

Requisite: Mathematics 13. Second semester. Professor Armacost.

31. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorem; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 13. First semester. Professor Odden.

34f. Mathematical Logic. Mathematicians confirm their answers to mathematical questions by writing proofs. But what, exactly, is a proof? This course begins with a precise definition specifying what counts as a mathematical proof. This definition makes it possible to carry out a mathematical study of what can be accomplished by means of deductive reasoning and, perhaps more interestingly, what cannot be accomplished. Topics will include the propositional and predicate calculi, completeness, compactness, and decidability. At the end of the course we will study Gödel's famous Incompleteness Theorem, which shows that there are statements about the positive integers that are true but impossible to prove. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 15 (formerly Mathematics 10), 25 or 28, or consent of the instructor. First semester. Professor Velleman.

37. Topics in Mathematics. The topics may vary from year to year. The topic for fall 1998 was the p-adic numbers. The p-adic numbers have come to play a central role in modern number theory. In addition to providing a natural and powerful language for studying congruences between integers, the p-adic numbers allow us to borrow the ideas of calculus to solve many algebraic problems in number theory. The field of p-adic numbers may be viewed as a natural extension of the rationals, and it may be constructed from the rationals in a manner which reveals an important analogy between the p-adics and the real numbers. We will study the constructions of the reals and the p-adic numbers, and we will develop a calculus for sequences and series of p-adic numbers. Striking differences between the p-adic calculus and the standard calculus over the reals will be uncovered and exploited to produce surprising results. The course will lead us to active areas of current research in number theory and polynomial dynamics, and it will provide an introduction to some honors thesis topics and undergraduate research projects in mathematics. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 26 or 28 or consent of the instructor. First semester. Omitted 1999-00.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Second semester. Professor Velleman.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Second semester. Omitted 1999-00.

77, 78. Senior Departmental Honors.

Open to Seniors with the consent of the Department. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

Computer Science

Major Program. The minimum requirements for the Computer Science major include Computer Science 11, 14, 21, and 31, and three additional Computer Science courses numbered above 21. In addition, a major must complete Mathematics 11, one of Mathematics 15, 26, and 28, and one other Mathematics course numbered 12 or higher. (Note that Mathematics 15 was formerly Mathematics 10.)

Students with a strong background may be excused from taking Computer Science 11 and/or Mathematics 11. It is recommended that such students take the appropriate Advanced Placement Examination and consult with a member of the Department in the first year. If excused from both, a major must take one additional elective in Computer Science. Majors should complete Computer Science 11, 14, and 21, Mathematics 11, and one of Mathematics 15, 26, and 28 before the junior year.

Students who matriculated before 1996 may graduate with a degree in Computer Science by fulfilling either the requirements listed above or those listed in the 1995-96 Catalog.

Participation in the Departmental Honors program is strongly recommended for students considering graduate study in computer science. Such students should consult with a member of the Department in the junior year to plan advanced coursework and to discuss fellowship opportunities. Most graduate programs in computer science require that the applicant take the Graduate Record Examination early in the senior year.

All students majoring in Computer Science are expected to attend the departmental colloquium during their junior and senior years.

Comprehensive Examination. A comprehensive examination for majors who are not participating in the Departmental Honors Program will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Computer Science 11, 14, 21, and 31. A document describing the comprehensive examination can be obtained from the Department Secretary.

Departmental Honors Program. Students are admitted to the Honors Program on the basis of a qualifying examination given at the beginning of the spring semester of their junior year. (Those for whom the second semester of the junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is identical to the comprehensive

examination mentioned above and is described in a document available from the Department Secretary. Before the end of the junior year, a thesis topic or project will be selected by the Honors candidate in conference with a member of the Department. The candidate will write a report in the form of a thesis, and will report to the departmental colloquium on her or his thesis work during the senior year.

11. Introduction to Computer Science. This course introduces ideas and techniques that are fundamental to computer science. A selection of introductory topics will be presented, including: the historical development of computers, comparison and evaluation of programming languages, algorithmic methods, structured design techniques, and artificial intelligence. Students will gain a working knowledge of a programming language, and will use the language to solve a variety of problems illustrating ideas in computer science. A laboratory section will meet once a week to give students practice with programming constructs. Three class hours and one one-hour laboratory per week.

No previous experience with computers is required. First semester. Professors C. McGeoch and Kaplan.

11s. Introduction to Computer Science. Same description as Computer Science 11. Second semester. Professor Kaplan.

14. Introduction to Computer Systems. This course will provide an introduction to computer systems, stressing how computers work. Beginning with Boolean logic and the design of combinational and sequential circuits, the course will discuss the design of computer hardware components, microprocessing and the interpretation of machine instructions, and assembly languages and machine architecture. The course will include a brief introduction to operating systems and network communication. A laboratory section will allow students to design and build digital circuits and to develop assembly language programs. Three class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or some programming experience. Second semester. Professor L. McGeoch.

21. Data Structures. A fundamental problem in computer science is that of organizing data so that it can be used effectively. This course introduces basic data structures and their applications. Major themes are the importance of abstraction in program design and the separation of specification and implementation. Program correctness and algorithm complexity are also considered. Data structures for lists, stacks, queues, trees, sets and graphs are discussed. This course will provide advanced programming experience. Four class hours per week.

Requisite: Computer Science 11. First semester. Professor L. McGeoch.

23s. Programming Language Paradigms. The main purpose of a programming language is to provide a natural way to express algorithms and computational structures. The meaning of "natural" here is controversial and has produced several distinct language paradigms; furthermore the languages themselves have shaped our understanding of the nature of computation and of human thought processes. We will explore these paradigms and discuss the major ideas underlying language design. We will apply formal methods to analyze the syntax and semantics of programming languages. Several languages will be introduced to illustrate ideas developed in the course. Three class meetings per week. Offered in alternate years.

Requisite: Computer Science 21 or consent of the instructor. Second semester. Omitted 1999-00.

24. Artificial Intelligence. An introduction to the ideas and techniques that allow computers to perform intelligently. The course will cover both methods to solve "general" problems (e.g., heuristic search and theorem provers) and "expert systems" which solve specific problems (e.g., medical diagnosis). Laboratory work will include introductions to LISP and/or PROLOG and to special AI tools. Other topics will be chosen to reflect the interest of the class and may include: communicating in English, game playing, planning, vision and speech recognition, computers modeled on neurons, learning, modeling of human cognitive processes and the possibility and implications of the existence of non-human intelligence. Four class hours per week. Offered in alternate years.

Requisite: Computer Science 11. Second semester. Professor Rager.

31. Algorithms. This course addresses the design and analysis of computer algorithms. Although theoretical analysis is emphasized, implementation and evaluation techniques are also covered. Topics include: set algorithms such as sorting and searching, graph traversal and connectivity algorithms, string algorithms, numerical algorithms, and matrix algorithms. Algorithm design paradigms will be emphasized throughout the course. The course will end with a discussion of the theory of NP-Completeness and its implications. Four class hours per week.

Requisites: Computer Science 21, and Mathematics 15 (formerly Mathematics 10), 26, or 28 or consent of the instructor. First semester. Professor C. McGeoch.

35. Synthesis Project. In this course students will investigate a computational problem and will develop, analyze, and evaluate solutions to the problem. Students will integrate methodologies and techniques from several distinct areas of computer science, including design and analysis of algorithms; data structures; programming languages and interfaces; and code verification and validation. Typical projects will involve complex scheduling and/or routing problems with large numbers of constraints. The description and the particulars of the problem to be studied will vary from year to year. Two class meetings per week. Offered in alternate years.

Requisite: Computer Science 21. First semester. Omitted 1999-00.

37. Compiler Design. An introduction to the principles of the design of compilers, which are translators that convert programs from a source language to a target language. Some compilers take programs written in a general-purpose programming language, such as C, and produce equivalent assembly language programs. Other compilers handle specialized languages. For instance, text processors translate input text into low-level printing commands. This course examines techniques and principles that can be applied to the design of any compiler. Formal language theory (concerning regular sets and context-free grammars) is applied to solve the practical problem of analyzing source programs.

Topics include: lexical analysis, syntactic analysis (parsing), semantic analysis, translation, symbol tables, run-time environments, code generation, optimization, and error handling. Each student will design and implement a compiler for a small language. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. First semester. Professor L. McGeoch.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: regular, context-free and context-sensitive

examination mentioned above and is described in a document available from the Department Secretary. Before the end of the junior year, a thesis topic or project will be selected by the Honors candidate in conference with a member of the Department. The candidate will write a report in the form of a thesis, and will report to the departmental colloquium on her or his thesis work during the senior year.

11. Introduction to Computer Science. This course introduces ideas and techniques that are fundamental to computer science. A selection of introductory topics will be presented, including: the historical development of computers, comparison and evaluation of programming languages, algorithmic methods, structured design techniques, and artificial intelligence. Students will gain a working knowledge of a programming language, and will use the language to solve a variety of problems illustrating ideas in computer science. A laboratory section will meet once a week to give students practice with programming constructs. Three class hours and one one-hour laboratory per week.

No previous experience with computers is required. First semester. Professors C. McGeoch and Kaplan.

11s. Introduction to Computer Science. Same description as Computer Science 11. Second semester. Professor Kaplan.

14. Introduction to Computer Systems. This course will provide an introduction to computer systems, stressing how computers work. Beginning with Boolean logic and the design of combinational and sequential circuits, the course will discuss the design of computer hardware components, microprocessing and the interpretation of machine instructions, and assembly languages and machine architecture. The course will include a brief introduction to operating systems and network communication. A laboratory section will allow students to design and build digital circuits and to develop assembly language programs. Three class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or some programming experience. Second semester. Professor L. McGeoch.

21. Data Structures. A fundamental problem in computer science is that of organizing data so that it can be used effectively. This course introduces basic data structures and their applications. Major themes are the importance of abstraction in program design and the separation of specification and implementation. Program correctness and algorithm complexity are also considered. Data structures for lists, stacks, queues, trees, sets and graphs are discussed. This course will provide advanced programming experience. Four class hours per week.

Requisite: Computer Science 11. First semester. Professor L. McGeoch.

23s. Programming Language Paradigms. The main purpose of a programming language is to provide a natural way to express algorithms and computational structures. The meaning of "natural" here is controversial and has produced several distinct language paradigms; furthermore the languages themselves have shaped our understanding of the nature of computation and of human thought processes. We will explore these paradigms and discuss the major ideas underlying language design. We will apply formal methods to analyze the syntax and semantics of programming languages. Several languages will be introduced to illustrate ideas developed in the course. Three class meetings per week. Offered in alternate years.

Requisite: Computer Science 21 or consent of the instructor. Second semester. Omitted 1999-00.

24. Artificial Intelligence. An introduction to the ideas and techniques that allow computers to perform intelligently. The course will cover both methods to solve "general" problems (e.g., heuristic search and theorem provers) and "expert systems" which solve specific problems (e.g., medical diagnosis). Laboratory work will include introductions to LISP and/or PROLOG and to special AI tools. Other topics will be chosen to reflect the interest of the class and may include: communicating in English, game playing, planning, vision and speech recognition, computers modeled on neurons, learning, modeling of human cognitive processes and the possibility and implications of the existence of non-human intelligence. Four class hours per week. Offered in alternate years.

Requisite: Computer Science 11. Second semester. Professor Rager.

31. Algorithms. This course addresses the design and analysis of computer algorithms. Although theoretical analysis is emphasized, implementation and evaluation techniques are also covered. Topics include: set algorithms such as sorting and searching, graph traversal and connectivity algorithms, string algorithms, numerical algorithms, and matrix algorithms. Algorithm design paradigms will be emphasized throughout the course. The course will end with a discussion of the theory of NP-Completeness and its implications. Four class hours per week.

Requisites: Computer Science 21, and Mathematics 15 (formerly Mathematics 10), 26, or 28 or consent of the instructor. First semester. Professor C. McGeoch.

35. Synthesis Project. In this course students will investigate a computational problem and will develop, analyze, and evaluate solutions to the problem. Students will integrate methodologies and techniques from several distinct areas of computer science, including design and analysis of algorithms; data structures; programming languages and interfaces; and code verification and validation. Typical projects will involve complex scheduling and/or routing problems with large numbers of constraints. The description and the particulars of the problem to be studied will vary from year to year. Two class meetings per week. Offered in alternate years.

Requisite: Computer Science 21. First semester. Omitted 1999-00.

37. Compiler Design. An introduction to the principles of the design of compilers, which are translators that convert programs from a source language to a target language. Some compilers take programs written in a general-purpose programming language, such as C, and produce equivalent assembly language programs. Other compilers handle specialized languages. For instance, text processors translate input text into low-level printing commands. This course examines techniques and principles that can be applied to the design of any compiler. Formal language theory (concerning regular sets and context-free grammars) is applied to solve the practical problem of analyzing source programs.

Topics include: lexical analysis, syntactic analysis (parsing), semantic analysis, translation, symbol tables, run-time environments, code generation, optimization, and error handling. Each student will design and implement a compiler for a small language. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. First semester. Professor L. McGeoch.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: regular, context-free and context-sensitive

languages, finite state automata, Turing machines, decidability, and computational complexity. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 11 and Mathematics 15 (formerly Mathematics 10), 26 or 28 or consent of the instructor. Second semester. Omitted 1999-00.

39. Principles of Operating System Design. An introduction to the design and implementation of operating systems. The problem of managing computer resources is complex, and there are significant system design issues concerning process management, input/output control, memory management, and file systems. This course examines these issues and the principles that are the basis of modern operating systems. Topics include: interprocess communication, process scheduling, deadlock avoidance, device drivers, virtual memory, and security. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. First semester. Omitted 1999-00.

40f. Seminar in Computer Science. The seminar topic changes from year to year. Students will read papers on an advanced topic in computer science and give class presentations and written commentaries about them.

The topic for fall 1999 is the design, implementation and analysis of experiments exploring operating systems. The problems involved in characterizing the use of system resources defy solution via simple mathematical models. These problems, including memory use, load balancing, and process scheduling, therefore need to be studied experimentally. We will discuss the design of such experiments and the evaluation of their results. More specifically, the course will concentrate on the experimental evaluation of virtual memory use, and how the design of the virtual memory hierarchy can be guided by the results of such experiments. Students will read recent papers, and do projects involving the design, execution and evaluation of systems experiments. Three class hours per week.

Requisites: Computer Science 14 and 21, or consent of the instructor. First semester. Professor Kaplan.

40. Seminar in Computer Science. Topic to be announced. Students will read papers on an advanced topic in computer science and give class presentations and written commentaries about them.

Requisites: Computer Science 14 and 21, or consent of the instructor. Second semester. Professor Rager.

77, 78. Senior Departmental Honors. Open to Seniors with consent of the Department.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

MELLON SEMINAR

The Andrew W. Mellon Professorship is awarded for a three-year period to a member of the faculty whose scholarship and teaching transcend normal disciplinary lines. The Mellon Professor contributes to the continuing process of curriculum revision and revitalization by developing courses or colloquia exploring new ways to teach and learn in his or her area of interest and inquiry.

MUSIC

Professors Kallick (Chair), Reck, and Spratlan; Valentine Professors Móricz and Schneider; Visiting Associate Professor Lalli.

The Music Department offers a full range of courses for students with or without previous musical experience. Students not familiar with music notation who seek a first course in music are advised to consider Music 11, 16, 19, and 20. Students who are particularly interested in learning to read music are advised to enroll in Music 11. Students familiar with music notation are advised to consider Music 12, 20, 22, 23, 24, 25, 35 and Bruss Seminar 21. Students with a background in music theory might also be qualified to enroll in Music 21, 26, and 31. Students contemplating a major in music are advised to elect Music 31 no later than the fall of their sophomore year.

Performance. Instruction in performance is available on a credit or non-credit basis. A fee is charged in either case. For 1999-00 the fee for each semester course will be \$425, for which the student is fully committed following the 14-day add/drop period. Students who wish to elect performance for credit must meet the criteria outlined under the heading PERFORMANCE on page 223. Those students who elect performance for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. See the music department secretary for information regarding instructors in this program.

Major Program. The Department offers the major in Music with an option of Departmental Honors work in music theory, music history, composition, ethnomusicology, or performance. The Department requires that majors have a thorough grounding in the traditional aspects of the discipline: music theory, analysis, criticism, and music history. It is also highly recommended that majors be alert to other modes of experiencing and thinking about music, for example, through the study of composition and performance, and the study of world music traditions and jazz.

Eight semester courses in music—six required, two elective—are needed to complete the major. The following courses are required: Music 21, 22, 31, 32, 33, and either 23 or 34. Beginning in 1999-2000, the Department will designate one course each year as a seminar for majors, with a prerequisite of Music 31. For 1999-00 this course will be Music 26: Beethoven: From Creation to Re-Hearings, which can be counted instead of Music 22 to complete the major.

The Department of Music urges all prospective majors to consult with a member of the department so that a satisfactory sequence of courses may be arranged. We urge, as well, that students acquaint themselves with the wide variety of music courses available through Five College Interchange. For example, courses in African-American music are offered at the University of Massachusetts and Hampshire College and in electronic music at the University of Massachusetts, Hampshire College, and Smith College. Above all, the Department is committed to helping students put together that program which is most suited to their interests and aspirations.

Comprehensive Examination. All majors must successfully complete a comprehensive examination in the senior year.

Departmental Honors Program. In the senior year students may elect to do Honors work—a critical thesis (historical, theoretical, or ethnomusicological), a major composition project, or a full recital. In preparation for this work, a student

will ordinarily elect a number of courses in a field of concentration beyond those required. The thesis course, Music 77-78, should be elected in the senior year. Students interested in Honors work should consult with their advisor during the junior year. Students intending to do an Honors project must submit a proposal to the Music Department for approval no later than the end of drop/add in the fall of the senior year.

INTRODUCTION TO MUSIC

11. Introduction to Music. This course is intended for students with little or no background in music who would like to develop a theoretical and practical understanding of how music works. Students will be introduced into the technical details of music such as musical notation, intervals, basic harmony, meter and rhythm. Familiarity with basic music theory will enable students to read and perform at sight as well as to compose melodies with chordal accompaniment. Music analyzed and performed during the course will be drawn primarily from the Western tonal tradition. Assignments will include notational exercises, short papers and preparation of music for classroom performance. This course serves as a requisite for many of the music department offerings. Three class meetings and one lab section per week.

First semester. Professor Móricz.

12. Exploring Music. Through listening and the analysis of a selection of classical and popular masterworks spanning from J.S. Bach to the Beatles, we will build a solid working understanding of the thought processes and techniques which underlie the creation of melody, harmony, rhythm, texture, orchestration, form and ultimately, musical style. Creative assignments will include writing four-part chorale harmonizations and brief exercises solving specific musical problems. We will use our instruments and voices to bring musical examples to life in the classroom. A lab session will provide ear- and musicianship-training. Three class meetings per week.

Requisite: Ability to read music, some experience in singing or playing an instrument, or Music 11. Second semester. Professor Reck.

16. Discovering Music. An introductory course designed to teach those with little or no musical background to listen to and write about music with greater understanding. A historical survey of Western art music ranging from Gregorian chant to music of the 1990s will enable students to identify a wide range of styles and genres of vocal and instrumental music. Assignments will emphasize aural analysis and be complemented by the reading of select historical documents. Exams will include listening identification. No musical background necessary. Two class meetings and one listening section per week.

Second semester. Professor Schneider.

17. The "Bad Boys" of Music. The early twentieth century spawned an iconoclastic collection of revolutionary composers—Charles Ives, Stravinsky, Hindemith, Schoenberg, Webern, Cowell, Varèse—who set out to turn music on its head. Reflecting wider artistic movements such as cubism, futurism, dada, surrealism, and the new medium of cinema, the innovative works of these composers not only challenged the aesthetics of the past but proposed new and sometimes startling solutions to concepts of sound, structure, harmony, melody, rhythm, and genre. Through a study of the resultant modernist masterpieces of the period—ranging from the opera *Wozzeck* to *Ionisation* for percussion ensemble—we can better approach the music of more recent "bad boys" (and "bad girls") such as John Cage, Pauline Oliveros, and Frank Zappa. Two class meetings per week.

Requisite: Reading knowledge of music essential. Limited to 15 students. First semester. Professor Reck.

STUDIES IN MUSIC HISTORY AND CULTURE

19s. Reading Opera. Opera creates drama by combining words and music in highly specialized ways. We will read some of the literary works that have made their way onto the opera stage, and we will listen to the operas that have resulted. We will ask: what has changed from literature to opera, and investigate why these changes were made. Examples will include: Beaumarchais/Mozart, *The Marriage of Figaro*; Pushkin/Tchaikovsky, *The Queen of Spades*; Shakespeare/Verdi, *Macbeth*, *Othello*, and *Falstaff*; Buechner/Berg, *Wozzeck*; and James/Britten, *The Turn of the Screw*. Course requirements include listening and reading assignments, short papers, and a final project involving the making of an original libretto. Two class meetings per week.

Requisite: Reading knowledge of music or consent of the instructor. Second semester. Professor Kallick.

20f. Making Opera. This course will explore opera production with a changing focus from year to year. In 1999-00 we will collaborate on a stage production of Mozart's *Così fan Tutte* with the Amherst College orchestra and professional singers. Possibilities for staging and performing Mozart's *Così fan Tutte* will be explored in collaboration with guests from the professional world of opera. Trips to opera rehearsals and performances in Boston and/or New York will provide critical examples. Assignments will include listening, viewing of opera videos, writing about opera and production, and group projects in direction and design. Two class meetings and one lab session per week.

Requisite: Reading knowledge of music or consent of the instructor. First semester. Professor Kallick.

21s. Music and Culture I. One of three courses in which music is studied in relation to issues of history, theory, culture, and performance, with the focus of the course changing from year to year. The first of these courses emphasizes works created before 1750, namely, music from the Medieval, Renaissance, and Baroque traditions. In 1999-00, we will focus on the musical language, style, and expression of Baroque composers such as Grandi, Monteverdi, Schütz, Telemann, Corelli, Handel, and J.S. Bach. We will play and sing for each other and listen to each other's musical ideas against the backdrop of a careful examination of the work at hand; we will explore the performance practice associated with this music, working among ourselves and with guest musicians; and we will attend performances in Amherst and beyond. Those class members with the ability to sing or play an instrument will be encouraged to do so, but anyone willing to participate as an active listener is welcome. We will also consider composers' biographies, pertinent historical documents, and the forms that this music inhabits. Analytical and critical papers will complement exercises in listening, rehearsing, and performing. This course may be elected individually or in conjunction with other Music and Culture courses (Music 22 and 23). Two class meetings and a lab session per week.

Requisite: Music 11, 12, or ability to read music. Second semester. Professors Kallick and Lalli.

22. Music and Culture II. One of three courses in which the stylistic development of Western music is studied in its cultural-historical context. In this course the emphasis will be on a chronological survey of the period 1750-1900. Starting in 1750, the year of J.S. Bach's death, we will witness the birth of modern concert life

and the rise of what has become the heart of the "classical" concert repertory. In the first part of the course we will follow the development of the symphony, the string quartet, the concerto and opera, focusing on the works of Haydn, Mozart and Beethoven. In the nineteenth-century portion of the course we will address numerous aspects of Romanticism including the encroachment of the aesthetics of the "sublime" on that of the "beautiful," the replacement of the belief in universal validity with the cult of the individual, and music as a surrogate religion. Composers to be studied include Rossini, Schubert, Mendelssohn, Schumann, Liszt, Berlioz, Wagner, Chopin, Verdi, Musorgsky and Brahms. Readings will include music-historical documents and selected critical and analytical articles. Paper assignments will enable the students to connect detailed musical analysis with historical-cultural interpretation. Weekly listening assignments will help students acquire knowledge of a broad range of Classical and Romantic music. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 23). Two class meetings per week.

Requisite: Music 11, 12, or ability to read music. Second semester. Professor Móricz.

23. Music and Culture III. One of three courses in which music from both western and world repertoires is studied in relation to pertinent historical, theoretical, and cultural issues. In the third of three courses, musical examples will be selected to give greatest emphasis to historical developments in Western music from circa 1890 to the present. Topics will include, among others, Bartok, Schoenberg, Stravinsky and the socio-political background of musical modernism; Debussy, Satie, Poulenc, Milhaud and the national roots of neoclassicism; Hindemith, Weil, Copland and music as an agent of social change; music as propaganda during World War II; and the aesthetics of socialist realism. Reading of historical documents by composers and critics will be supplemented with selections from related works of fiction such as Jean Anouilh's *A Traveler Without Luggage*. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 22). Two class meetings per week.

Requisite: Reading knowledge of music or consent of the instructor. First semester. Professor Schneider.

24. Music of the Whole Earth. A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments. Two class meetings per week.

Second semester. Professor Reck.

25. Seminar in World Music. The topic changes from year to year. This year's topic: Musical Traditions of Asia, an exploration of the multi-faceted musics of Asia ranging from the religious chants of Hinduism and Tibetan Buddhism and the shamistic rituals of Central Asia to the high musical cultures of the courts of Iran, Turkey, India, China, Korea, Japan, Thailand, Cambodia, Indonesia, and other countries. Readings in art, religion, and anthropology, as well as music, and performance on the Javanese gamelan or in other Asian traditions are integral to the course. Two class meetings per week.

Requisite: Music 11 or 12, and background in (Western) music performance and/or theory. First semester. Professor Reck.

26f. Beethoven: From Creation to Re-Hearings. Beethoven's Ninth Symphony stands as a beacon in Western music for composers, performers, and listeners. In preparation for a close reading of the Ninth Symphony, we will investigate Beethoven's heroic style as documented in sketches and letters and its complex performance history. We will then look closely at compositions that incorporate aspects of the Ninth, such as Mendelssohn's *Lobgesang*, Schumann's Fourth Symphony, Brahms First Symphony, Mahler's Fourth Symphony, Bruckner's Ninth Symphony, and Giya Kancheli's Seventh Symphony. These works will be studied in the context of visual representations such as Gustav Klimt's *Frieze for the Ninth Symphony* for the Fourteenth Secession Exhibition in Vienna, and Stanley Kubrick's film, *Clockwork Orange*. Assignments will include listening, analytic writing, and an extended final paper. Two class meetings per week.

Requisite: Music 31 or consent of the instructor. Majors may substitute this course for Music 22 in fulfilling the requirements for the major. First semester. Professor Kallick.

27s. Seminar in American Music. The topic changes from year to year. Two class meetings per week.

Requisite: Some knowledge of music notation, or consent of the instructor. Limited to 40 students. Second semester. Omitted 1999-00.

28. Music of Duke Ellington. (Also Black Studies 51s.) This course will study works representative of each of the significant style periods and bands led by Ellington, including: the '20s small groups, the first of the Ellington Big Bands, the "Blanton-Webster" band of the early '40s, the collaborations with Billy Strayhorn, the Suites, and Ellington's sacred music. The course will examine the evolution of Ellington's music in the context of its relationship to parallel developments in the evolution of jazz generally. Students will utilize numerous recent scholarly works and available transcribed scores to write papers on particular pieces or specific aspects of Ellington's music. Not a performance course. Two class meetings per week.

Requisite: Music 11 or 12 or ability to read music. Limited to 25 students. Second semester. Omitted 1999-00.

PERFORMANCE

H29, 29, H30, 30. Performance. Instruction in performance is available on a credit or non-credit basis. A fee is charged in either case to cover the expense for this special type of instruction. As mentioned above, for 1999-00 the fee for each semester course will be \$425, for which the student is fully committed following the fourteen day add/drop period. Those students who elect performance for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. Students who wish to elect performance for credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the performance instructor.
2. Enrollment in any one Music Department course during the first academic year of study, except Music 16. Students with substantial background in music theory may petition the Chair for exemption from this criterion.

Music H29, 29, H30, and 30 may be elected only with the consent of the chair. This course may be repeated. First and second semesters. The following arrangements pertain to the study of performance at Amherst College:

- a. Unless otherwise arranged with the Department, all performance courses will be elected as a half course. Only Senior Music Majors preparing a recital may take performance as a full course.
- b. Fifty minutes of private instruction (12 lessons per semester) and nine hours of practice a week are expected.
- c. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. These two half courses must be in the same instrument (or in voice); though not strictly required, the Department urges that the two semesters be consecutive.
- d. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first semester and three and a half courses the second semester.
- e. Only with special permission of the Department may students elect more than one performance course in a semester.

Students should consult with the Secretary of the Music Department to arrange for teachers and auditions. Instruction in performance is also available through the Five Colleges with all of the above conditions pertaining. A student wishing to study under this arrangement must enroll through Five College Interchange.

MUSIC THEORY

31. Tonal Harmony and Counterpoint. Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. This course is the first of the required music theory sequence for majors. Two class meetings and two ear-training sections per week.

Requisite: Ability to read music, and either performing or extensive listening experience. First semester. Professor Schneider.

32. Form in Tonal Music. A continuation of Music 31. This course will focus on the understanding of musical form in the eighteenth and nineteenth centuries. Topics to be covered will include sonata form, the romantic character piece and eighteenth-century counterpoint. There will be analyses and writing exercises, as well as model compositions and analytic papers. Two class meetings and two ear-training sections per week.

Requisite: Music 31 or consent of the instructor. Second semester. Professor Spratlan.

33. Repertoire and Analysis. A continuation of Music 32. In this course we will study music from the middle and late nineteenth century, including works by Brahms, Wolf, Mahler, Mussorgsky, Scriabin, Debussy, and Ravel. Emphasis will be on advanced contrapuntal and harmonic techniques and on linear analysis. Work will consist of analytical papers, brief compositional assignments, and class presentations. Two class meetings and two ear-training sections per week.

Requisite: Music 31 and 32, or consent of the instructor. First semester. Professor Spratlan.

34. Twentieth-Century Music. A continuation of Music 33. In this course we will focus on one or more areas of twentieth-century music in considerable analytic detail. In 1999-00, the repertoire for analysis will consist of select works by Igor Stravinsky and Bela Bartok. Analytical methods will include those developed by Pieter van den Toorn and Elliott Antokoletz. Additional consideration of criticism by Richard Taruskin and David Schneider will lend historical perspective to our analytic endeavors. Two class meetings and two ear-training sections per week.

Requisite: Music 31, 32, 33, or consent of the instructor. Second semester. Professor Schneider.

35. Jazz Theory and Improvisation I. A course designed to explore jazz harmonic and improvisational practice from both the theoretical and applied standpoint. Students will study common harmonic practice of the jazz idiom, modes and scales, rhythmic practices, and consider their stylistic interpretation. Ideally, a chamber-size ensemble will be developed from students in the class. Two class meetings per week.

Requisite: Music 11 or 12, or equivalent, or consent of the instructor. Limited to 16 students. First semester. Professor to be named.

36. Jazz Theory and Improvisation II. A continuation of Music 35, this course is designed to acquaint students with the theory and application of advanced techniques used in jazz improvisation. Two class meetings per week.

Requisite: Music 35 and/or performance experience in the jazz idiom strongly suggested. Musical literacy sufficient to follow a score. Limited to 16 students. Second semester. Professor to be named.

41. Choral Conducting. This course will explore the choral conductor's central task, the translation of notation into sound through gesture. Literature to be studied will include choral compositions from the sixteenth through the twentieth centuries. Compositions will be analyzed in terms of form, harmonic structure, and rhythmic gesture with a special emphasis on how to realize these structural features in live performance. Ideally, a chamber-sized ensemble will be developed from students in the class. Assignments will emphasize the development of musicianship skills. Keyboard skills are highly desirable, but not required. Two class meetings per week.

Requisite: Music 31 or consent of the instructor. First semester. Lecturer Chernin.

COMPOSITION

69. Composition I. See related course, Bruss Seminar 21. This course will explore compositional techniques which grow out of the various traditions of Western art music. Innovations of twentieth-century composers in generating new approaches to melody and scale, rhythm and meter, harmony, instrumentation, and musical structure will be examined. Assignments will include compositions of various lengths and related analytical projects. Three class meetings per week.

Requisite: Music 11 or 12, or consent of the instructor. First semester. Omitted 1999-00. Professor Reck.

71. Composition Seminar I. Composition according to the needs and experience of the individual student. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 69 or the equivalent, and consent of the instructor. First semester. Omitted 1999-00. Professor Spratlan.

72. Composition Seminar II. A continuation of Music 71. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 71, Bruss Seminar 21, or the equivalent and consent of the instructor. Second semester. Professor Spratlan.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Departmental Honors. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, com-

position, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.
First and second semesters.

RELATED COURSES

The History, Development and Influence of Afro-Caribbean Music. See Black Studies 32f.

Limited to 30 students. First semester. Omitted 1999-00.

Introduction to African-American Music and Musicians. See Black Studies 50.

Limited to 60 students. Second semester. Omitted 1999-00. Professors Boyer and Lateef of the University of Massachusetts.

Experiments in Collaboration: Performance, Music and Video. See Bruss Seminar 21.

First semester. Professors Spratlan and Woodson.

NEUROSCIENCE

Advisory Committee: Professors S. George (Chair), O'Hara, Raskin†, and Sorenson*; Visiting Assistant Professor Turgeon.

Neuroscience is the attempt to understand behavior and mental events by studying the brain. The interdisciplinary Neuroscience major at Amherst is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, mathematics, physics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into basic, core, and elective courses.

1. The program will begin with the following basic courses: Mathematics 11; Physics 16 and 17, or 32 and 33; Chemistry 11, 12, and 21; and Biology 19.
2. All majors will take three core Neuroscience courses: Psychology 26, Biology 25 or 30 and Biology 35.
3. Each student will select three additional elective courses in consultation with his or her advisor. Particularly appropriate courses are Biology 28 and 56 and Psychology 52, 59, and 61. Other courses are included in a detailed list available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with Chemistry 11 and Mathematics 11 in the first semester of the first year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All senior majors will participate in the Neuroscience Seminar, which includes guest speakers and student

*On leave 1999-00.

†On leave second semester 1999-00.

presentations; attendance and participation constitute the Senior comprehensive exercise in Neuroscience.

Departmental Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and D78 in addition to the above program. An Honors candidate may choose to do Senior Departmental Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

77, D78. Senior Departmental Honors. Research in an area relevant to neuroscience, under the direction of a faculty member, and preparation of a thesis based upon the research.

Full course first semester. Double course second semester. The Committee.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course. First and second semesters.

PHILOSOPHY

Professors Gerety, Kearns, and Vogel*; Professor Emeritus Kennick; Associate Professors Gentzler (Chair) and A. George†; Assistant Professor J. Moore; Visiting Assistant Professor Smith.

An education in philosophy conveys a sense of wonder about ourselves and our world. It achieves this partly through exploration of philosophical texts, which comprise some of the most stimulating creations of the human intellect, and partly through direct and personal engagement with philosophical issues. At the same time, an education in philosophy cultivates a critical stance to this elicited puzzlement, which would otherwise merely bewilder us.

The central topics of philosophy include the nature of reality (metaphysics); the ways we represent reality to ourselves and to others (philosophy of mind and philosophy of language); the nature and analysis of inference and reasoning (logic); knowledge and the ways we acquire it (epistemology and philosophy of science); and value and morality (aesthetics, ethics, and political philosophy). Students who major in philosophy at Amherst are encouraged to study broadly in all of these areas of philosophy.

Students new to philosophy should feel comfortable enrolling in any of the entry-level courses numbered 11 through 29. Thirty-level courses are somewhat more advanced, typically assuming a previous course in philosophy. Courses numbered 40 through 49 concentrate on philosophical movements or figures. Sixty-level courses are seminars and have restricted enrollments, a two-course prerequisite, and are more narrowly focused. No course may be used to satisfy more than one requirement.

All students are welcome to participate in the activities of the Philosophy Club.

Major Program. To satisfy the comprehensive requirement for the major, students must pass nine courses, exclusive of Philosophy 77 and 78. Among these nine courses, majors are required to take (i) three courses in the history of philosophy: Philosophy 17 and 18 and a course on a major figure or movement (i.e., a 40-level course); (ii) one course in logic (Philosophy 13 or Mathematics 34); (iii) one course in ethical theory (Philosophy 34); (iv) one course dealing with problems

*On leave 1999-00.

†On leave second semester 1999-00.

of knowledge, mind and reality (i.e., Philosophy 32, 33, 35, 36, or 37); and (v) one seminar (i.e., a 60-level course).

Departmental Honors Program. Candidates for Honors in Philosophy must complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78. Admission to Philosophy 78 will be contingent on the ability to write an acceptable honors thesis as demonstrated, in part, by performances in Philosophy 77 and by a research paper on the thesis topic (due in mid-January). The due date for the thesis falls in the third week of April.

11. Introduction to Philosophy. An examination of basic issues, problems, and arguments in philosophy, e.g., proofs for the existence of God, the nature of morality, free will and determinism, the relationship between the mind and the body, knowledge and the problem of skepticism. Discussions will take place in the context of readings from classical and contemporary philosophers. Two sections to be taught.

Limited to 25 students. First semester. Section 1: Professor Gentzler. Section 2: Professor Smith.

11s. Introduction to Philosophy. Same description as Philosophy 11. One section to be taught.

Limited to 25 students. Second semester. Professor Smith.

13. Introduction to Logic. "All philosophers are wise and Socrates is a philosopher; therefore, Socrates is wise." Our topic is this *therefore*. We will expose the hidden structure of ordinary statements that determines the correctness of our inferences. To aid us, we will develop a logical language that makes this underlying structure more perspicuous. Throughout, we will explore the inferential connections between logical statements, and we will examine fundamental concepts of logic. This is a first course in formal logic, the study of inference, requiring no previous philosophical, mathematical, or logical training.

First semester. Professor George.

17. Ancient Philosophy. An examination of the origins of Western philosophical thought in Ancient Greece. We will consider the views of the Milesians, Heraclitus, Parmenides, Democritus, Protagoras, Socrates, Plato, Aristotle, the Epicureans, the Stoics, and the Skeptics. Particular attention will be paid to questions about the nature, sources, and limits of human knowledge; about the merits of relativism, subjectivism, and objectivism in science and ethics; about the nature of, and relationship between, obligations to others and self-interest; about the connection between the body and the mind; about the compatibility of free will and determinism; and about the nature of death.

Limited to 30 students. First semester. Professor Gentzler.

18. Early Modern Philosophy. A survey of European philosophy in the seveneenth and eighteenth centuries with emphasis on Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period.

Limited to 50 students, preference to Amherst College students. Second semester. Professor to be named.

20f. Paradoxes. A paradox arises when unimpeachable reasoning leads from innocuous assumptions to an unacceptable conclusion. A paradox brings us up short. Where did we go wrong? Were our assumptions less innocent than we supposed? Was our reasoning subtly fallacious after all? Must we alter our view of the world to make room for the formerly unwelcome conclusion? Or

must we acknowledge an irresolvable conflict within reason itself? Paradoxes are not puzzles, but, at their best, goads to greater clarity and deeper thought. We shall explore a spree of philosophical topics (including time, motion, the past, the future, causation, infinity, truth, belief, the will, action, faith) via reflection on a range of paradoxes, ancient and modern, authentic and counterfeit.

Limited to 25 students. (Preference will be given to those who have not already had a course in Philosophy.) First semester. Professor George.

22f. Philosophy, Race and Racism. (Also Black Studies 72f.) An inquiry into some selected philosophical and social theoretical treatments of race and racism. Topics include the history of European racial thought, the ethical significance of racial identity, the putative irrationality of racial stereotypes, the connection between racist belief and racist action, and recent attempts to conceptualize racism as a form of ideology.

First semester. Omitted 1999-00.

23s. Health Care Ethics. U.S. citizens are currently faced with many important decisions about health care policy. Who should have access to health care and to which services? Should physician-assisted suicide be legalized? Should AIDS be treated differently from other sorts of communicable diseases? Should we be allowed to clone ourselves, sell our organs, rent our wombs, or use genetic information to engineer the features of future generations? These issues, in turn, raise basic philosophical questions. What is the nature of rights? Do we, for example, have a basic right to health care, to genetically related children, to privacy, or to authority about the timing and manner of our deaths? These issues also raise questions about the relative weight and nature of various goods—e.g., life, pain relief, health, offspring, autonomy, privacy, and virtue. Finally, these issues raise questions about the nature of rationality. Is it possible to reach rational decisions about ethical matters, or is ethics merely subjective? What is the purpose of moral “theory”? Do different moral theories—e.g., utilitarian, Kantian, care-based—yield different results? If so, how can we decide between different moral theories? Although reference will be made to a variety of ethical standards and perspectives, no background in philosophy or moral theory is assumed or required.

Limited to 30 students; preference given to students with sophomore standing or above. Second semester. Professor Gentzler.

24. Ethics and the Environment. As our impact on the environment shows itself in increasingly dramatic ways, our interaction with the environment has become an important topic of cultural and political debate. In this course we will discuss various philosophical issues that arise in such debates, including: What obligations, if any, do we have to future generations, to non-human animals, and to entire ecosystems? How should we act when we are uncertain exactly how our actions will affect the environment? How should we go about determining environmental policy? And how should we implement the environmental policies we decide upon? What is the most appropriate image of nature?

Second semester. Omitted 1999-00. Professor Moore.

25. Feminist Philosophy. Feminist philosophy is a phenomenon of the last two decades. What distinguishes feminist philosophy from the feminist work of earlier philosophers is its rejection of the very methods, concepts, and presuppositions of what we might call “traditional philosophy” on the ground that these are in some sense male-biased. Feminist philosophers often contend that since such tools were created for the purpose of comprehending and explaining the experience and concerns of male philosophers, they are inadequate for the

analysis of important aspects of many women's experience. In this course, we will examine recent classics of feminist ethics, jurisprudence, and theories of knowledge in an effort to determine what resources feminists require and whether these can be supplied by any plausible philosophical theory.

Limited to 30 students. First semester. Omitted 1999-00. Professor Gentzler.

26f. Command and Consent. The state exercises authority over its citizens: if you fail to obey its dictates, you will be punished. Does this authority not conflict with human freedom and autonomy? If it does, can political authority be morally justified? We will focus on this central question in political philosophy, with particular attention to the idea that this authority is justifiable because we have in some fashion given our consent to it.

First semester. Omitted 1999-00. Professor George.

28. Choice, Chance and Conflict. Life is a risky and competitive business. As individuals, we constantly confront choices involving chancy and uncertain outcomes. And our institutional decisions (e.g., in government and business) are often complicated by the competing interests of the individuals involved. Are there any general, rational procedures for making individual and institutional choices that involve chance and conflict? Positive answers to this question have been proposed within decision theory, game theory, and social choice theory. This course will provide an introduction to these theories and their philosophical foundations. Topics may include the following: different conceptions of probability, utility, and rationality; weakness of the will; the problems of induction; the justification of proposed rules for rational decision making under uncertainty and risk; the justification of various voting procedures and other methods of determining group interests from the competing interests of individuals within the group.

Second semester. Professor Moore.

30f. Philosophy of Law. Special cases aside, questions of law have answers: Bar exams are objective tests. Philosophers have found the determinateness of law deeply mysterious, especially when the law reaches past precise specification in precedent. In virtue of what do questions of law have the answers they do? This course has three distinct phases: (1) a dose of law school: students will learn the nuts and bolts of a few selected areas of black letter law; (2) deep philosophical background: students will examine Wittgenstein on rule-following, and Hume and Kant (and contemporary commentators such as Korsgaard and Williams) on whether and how reason determines action; (3) philosophy of law: the class will return to the classic battlefields occupied by Aquinas, Austin, Hart, Dworkin, Holmes and contemporary legal theorists—intending to understand these strange places for the first time. Phase one will culminate in an objective issue-spotting exam, in the hallowed, dreaded law school tradition; phase two with an essay/short answer philosophy exam; phase three with both an essay/short answer exam and a term paper.

Requisite: One course in Philosophy or the consent of the instructor. Limited to 30 students. First semester. Professor Smith.

31s. Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 1999-00. Professor Kennick.

32. Metaphysics. Metaphysics concerns itself with basic and fundamental questions about the nature of reality. At its most general, metaphysics asks how we should distinguish appearance from reality, how we should understand existence, and what general features are had by reality and by the entities that exist as part of it. We will examine these questions, as well as other central issues in metaphysics. Additional topics may include: causation, change, identity, substances and properties, space and time, abstract objects like numbers and propositions, possibility and necessity, events, essences, and freedom of the will. Readings will be drawn primarily from contemporary sources.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Moore.

33s. Philosophy of Mind. An introduction to philosophical problems concerning the nature of the mind. Central to the course will be the mind-body problem; here we will be concerned with the question of whether there is a mind (or soul or self) that is distinct from the body and the question of how thought, feelings, sensations, etc., are related to states of the brain and body. In connection with this, we will consider, among other things, the nature of consciousness, mental content, and persons.

Requisite: One course in Philosophy. Second semester. Omitted 1999-00. Professor Moore.

34. Ethical Theory. A critical examination of issues and types of theories encountered in systematic, critical thought about morality. Are there any moral properties? Can moral judgments be justified? How is morality related to divine law, self-interest, sentiment and feelings, and reason? Is morality best understood as a set of social practices designed to promote the well-being of the community; as the objective demands of pure, practical reason; as general guidelines for being a good person and faring well; as self-imposed constraints on one's own behavior? Among the views we will examine are utilitarianism, pragmatism, contractualism, Kantianism, subjectivism, emotivism, and intuitionism. Readings will include writings of both classical and contemporary authors such as Aristotle, Hume, Kant, Mill, Bradley, Pritchard, Nietzsche, Rawls, Gewirth, Foot, Nagel, and MacIntyre, some of whom have dared to suggest that moral philosophy is unnecessary, impossible, or immoral.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Kearns.

35. Theory of Knowledge. A consideration of some basic questions about the nature and scope of our knowledge. What is knowledge? Does knowledge have a structure? What is perception? Can we really know anything at all about the world?

Requisite: One course in Philosophy or consent of the instructor. First semester. Omitted 1999-00. Professor Vogel.

36. Philosophy of Language. "Caesar was killed." With those words, I can make a claim about an individual who lived in the distant past, with whom I have never had even the remotest contact. How is that possible? How do our words succeed in reaching out to reality? How does language enable us to convey thoughts about everything from Johnson Chapel, to the hopes of a friend, to the stars beyond our galaxy? Furthermore, what *are* thoughts, what *are* the meanings that our words carry? These are some of the questions about language that we will explore through a reading of seminal works by primarily twentieth-century thinkers.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 1999-00. Professor George.

37s. Introduction to the Philosophy of Science. Science, as we are told, has dominated the lives of human beings for centuries. But what is science? How does it differ from common sense or from religion? People talk about "the scientific method," but what is it? It is said to be based on observation, but what is observation? And how can what we observe justify claims about what we cannot observe? What is a scientific theory? What is a law of nature? What is the goal of science? To explain? To predict? What is it to explain something, anyway? And how does science explain? Are explanations in science like explanations in history? For that matter, are explanations in physics like those in psychology? Science is often held up as the paragon of rationality and objectivity. But what is it to be rational or objective? Are choices among competing scientific theories ultimately subjective? Is science opposed to "the humanities"? Are there such things as scientific values? If so, are they antagonistic to the values of freedom, justice or to those of particular social groups, such as women?

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 1999-00. Professor George.

38. Democracy, Deliberation and Difference. An intensive introduction to contemporary debates about the nature and limits of democratic deliberation in pluralistic and multicultural societies. Readings are likely to include selections from the writings of John Rawls, Jürgen Habermas, Hilary Putnam, Joshua Cohen, Seyla Benhabib, Iris Young, Amy Gutmann, James Bohman, William Connolly, Chantal Mouffe, and Bonnie Honig.

Requisite: One course in Philosophy or one course in Political Theory or consent of the instructor. Second semester. Omitted 1999-00.

39s. Philosophy of Action. In this course, we will take up the study of practical reasoning—the reasoning that results in action. Topics will include: What is intentional action? What is volition? What is the relationship between judging best and wanting most? There are cases of purely mental or "interior" intentional action (e.g., trying to remember where you put your keys): Might mental events such as thinking, worrying and wallowing in self-hate also turn out to be intentional (or voluntary) actions? What are emotions? Are they merely special cases of desire? Do emotions have an essentially active component? Is there, as several contemporary philosophers have suggested, a rationality of emotion? How do we come to know our own reasons for present action? How is it that we sometimes misunderstand our own motivation?

Requisite: One course in Philosophy or consent of the instructor. Limited to 30 students. Second semester. Professor Smith.

41. Nietzsche. A critical examination of Nietzsche's mature philosophical writings. We will investigate the notions of the will to power and the eternal recurrence, as well as Nietzsche's perspectivism and his use of genealogy. Texts will include *Thus Spoke Zarathustra*, *Beyond Good and Evil*, *On the Genealogy of Morals*, and *The Will to Power*.

Requisite: Philosophy 17, 18, or 19. Not open to first-year students. Limited to 25 students. First semester. Omitted 1999-00.

42. Wittgenstein. The Philosophy of Ludwig Wittgenstein. After some preliminary work in Frege and Russell, the course will be devoted to an examination of Wittgenstein's *Tractatus Logico-Philosophicus* and to the first part of his *Philosophical Investigations*.

Suggested requisite: Philosophy 13, 17, and 18, or the equivalent. Limited to 15 students. Second semester. Omitted 1999-00. Professor Kennick.

44f. Kant. An examination of the central metaphysical and epistemological doctrines of the *Critique of Pure Reason*, including both the historical significance of Kant's work and its implications for contemporary philosophy.

Requisite: Philosophy 18 or consent of the instructor. First semester. Omitted 1999-00. Professor Vogel.

46. Aristotelian Ethics. Recently, there has been a resurgence of interest in an Aristotelian approach to ethical questions. According to some, Aristotle's *Ethics* has provided the basis for more plausible answers to many questions addressed by other ethical traditions; more significantly, perhaps, it has granted conceptual space to questions that are not even intelligible according to the terms of other ethical traditions. This course will focus primarily on Aristotle's answers to the following questions: What is the relation between being a good person and having a good life? What roles do reason and the emotions play in the best sort of life? What is the relation between theoretical reflection and practical reason? Are there any universally valid moral principles? Are we responsible for our actions? Are we responsible for our characters? What is the primary object of ethical assessment? Are we good because of our actions, because of our intentions, or because of some other aspect of ourselves? Are friends essential to the good life? Is it possible to be a genuine friend? We will also examine the treatment of these Aristotelian themes by modern and contemporary philosophers.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 1999-00. Professor Gentzler.

47. Existentialism. Existentialism claims to make a break with the Western philosophic tradition by radically reconceiving human existence. We will assess the validity of the Existential Tradition's self-conception. Themes to be examined include the possibility of authenticity, our encounter with others, the significance of death, and the ontological import of gender. Readings will be drawn from major figures in this Tradition, including Heidegger, Sartre, and de Beauvoir.

Requisite: One course in Philosophy (ideally Philosophy 18); preference will be given to advanced students. First semester. Omitted 1999-00.

61s. Seminar: Skepticism. The topics change from year to year. Some of the most interesting and most characteristic work in recent philosophy has been concerned with the problem of skepticism about the external world, i.e., roughly, the problem of how you know that your whole life isn't merely a dream. We will critically examine various responses to this problem and, possibly, consider some related issues such as relativism and moral skepticism. There will be readings from authors such as Wittgenstein, Moore, and Austin, and philosophers working today such as Dretske and Putnam.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Second semester. Omitted 1999-00. Professor Vogel.

64f. Seminar: Mind and Representation. How can mental states represent, or be "about," things outside the mind? How can certain sequences of sounds and marks—i.e., those which count as utterances and inscriptions—carry information? In general, how can one part of the world—a mind, an utterance, an inscription, or

even a fuel gauge—represent, or carry information about, the way things are in another part of the world? This question has, in one form or another, worried many great philosophers.

Our discussion will focus on the following three questions: (1) Can mental representation be reduced to, or explained entirely in terms of, non-mental phenomena? (2) In what ways, if any, are a subject's mental states determined by the natural environment or the linguistic community of which she is a part?; (3) To what extent do representational states depend upon one another for their existence and individuation?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. First semester. Omitted 1999-00. Professor Moore.

65. Seminar: Consciousness. Many philosophers regard the mind as entirely physical: according to "materialism," mental states and events are nothing more than complex arrangements of the natural properties and processes we find in inanimate portions of reality. The most trenchant problem for such philosophers has been to provide a materialistically adequate explanation or understanding of human consciousness. How, asks the non-materialist, can the "raw feel" of an intense toothache, the taste of a good Merlot, the "rich" experiential quality of a violin, or the inner life of a bat be fully understood as nothing more than a complex arrangement of physical particles? Isn't there some aspect of consciousness that will elude any materialist analysis? This seminar will focus on recent materialist attempts to meet consciousness-based objections of this type. In examining the contemporary debate, we will discuss the following questions: What is the relation between consciousness and self-consciousness (i.e., the capacity of the mind to reflect upon itself)? Are there connections between language and consciousness, and between consciousness and moral considerability? Can functionalist versions of materialism accommodate the possibility of "color-spectrum inversion"? Is the special introspective access we have to our own mental states infallible or self-intimating? Is introspection a perceptual faculty like vision?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. First semester. Professor Moore.

66. Seminar: Topics in Ancient Philosophy. This year we will study Plato's *Republic*, sometimes regarded as the greatest work of Western philosophy ever written, sometimes as a terrible affront to human dignity. In the *Republic*, Plato addresses almost every major philosophical problem: How should I live my life? How is a just society organized? What makes a person just, wise, courageous, or self-controlled? What makes a person happy? Are human actions all self-interested? What is the purpose of education? What is the nature of knowledge? Which objects can be known? Can we gain knowledge through reason alone? What is human nature? Do women and men have different natures? Are people basically equal? What is art, and is it valuable?

As we will discover, Plato's position on these questions is not always obvious. Besides considering interpretive questions, we will assess the plausibility of the positions to which Plato seems to be committed.

Requisite: Two courses in Philosophy. Limited to 15 students. Preference given to students who have taken Philosophy 17. Second semester. Professor Gentzler.

68f. Seminar: The Analytic Tradition: Language, Method and Nonsense. Analytic philosophy is said to be the dominant school of philosophy today. But what is it? What, if anything, is distinctive about the concerns or methodology of analytic philosophy? What has it taught us? We shall explore these questions through an intensive examination of central texts in the analytic tradition. We shall pay

special attention to the following themes and their interconnections: the tradition's concern with language and the nature of meaning, with the limits of sense and rationality, and with the search for a philosophical method.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. First semester. Omitted 1999-00. Professor George.

77. Senior Departmental Honors. Required of candidates for Honors in Philosophy. Directed research culminating in a substantial essay on a topic chosen by the student and approved by the Department.

Open to Seniors with consent of the Department. First semester. The Department.

78. Departmental Honors Course. Required of candidates for Honors in Philosophy. The continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to Seniors with consent of the Department. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Admission with consent of the instructor. First and second semesters.

RELATED COURSES

Artificial Intelligence. See Computer Science 24.

First semester. Professor Rager.

Rights and Wrongs. See Law, Jurisprudence and Social Thought 22f.

First semester. Omitted 1999-00. Professor Kearns.

The Image of Law in Social and Political Thought. See Law, Jurisprudence and Social Thought 26.

Second semester. Professor Kearns.

Political Theory from Hobbes to Nietzsche. See Political Science 28.

Second semester. Professor Martel.

Political Theory from Plato to Machiavelli. See Political Science 49.

First semester. Professor Martel.

Contemporary Political Thought. See Political Science 59s.

Limited enrollment. Second semester. Professor Martel.

Issues in Buddhist Philosophy. See Religion 72f.

Limited enrollment. First semester. Professor Gyatso.

PHYSICAL EDUCATION

Professors Gooding (Chair), Mehr, Morgan†, and Thurston; Coaches Arena, Bagwell, Cowperthwait, Everden, Faulstick, Hixon, McBride, McKeon, Mills, Nedea, Nichols, Paradis, and Robson.

The courses in Physical Education are available to all Amherst College students and members of the College community. All courses are elective, and although there is no academic credit offered, transcript notation is given for successful completion of all courses.

†On leave second semester 1999-00.

Courses are offered on a quarter basis, two units per semester, and one unit during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information about the Physical Education Program from the Department of Physical Education and Athletics.

In an attempt to meet the needs and interests of the individual student, the Department offers the following:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have value as lifelong recreational pursuits.
2. **Recreational Program.**
 - (a) **Organized Recreational Classes**, in which team sports are organized, played, and supervised by Physical Education Department personnel, and
 - (b) **Free Recreational Scheduling**, where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning all programs is available upon request from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the *Student Handbook*.

PHYSICS

Professors Gordon, Hilborn*, Hunter, Jagannathan†, Romer, and Zajone (Chair); Assistant Professors Hall and Ma; Visiting Assistant Professor Martini.

The sequence Physics 16, 17 is designed primarily for students who require two semesters of physics with laboratory, but in special cases it can also serve as the introductory sequence for the Physics major. A student who decides after taking Physics 16 to take Physics 33, or who decides after taking Physics 17 to take Physics 34, can make special arrangements with the department. Students electing Physics 16 and 17 can also take Physics 8 or 14.

The sequence Physics 32, 33, 34, 35 will be the one normally taken by Physics majors. All or part of the sequence is recommended for majors in other sciences or for any student who wants a mathematically-based introduction to physics. The requisites for Physics 32, 33, 34 are Mathematics 11, 12, 13, respectively. Students with a strong background in physics and mathematics may be excused from Physics 16 or 32. It is recommended that such students take the Advanced Placement Examination in Physics (AP Physics C, Mechanics). An exam for placing out of Physics 32 will be given at the start of the fall semester. Physics 21 is a new course which provides a broad introduction to contemporary physics, and students with diverse interests and a taste for mathematical work are urged to consider this course as an elective.

Major Program. Any student considering a major in Physics should seek the advice of a member of the Department as early as possible in order to work out a program best suited to the student's interest and ability, whether a career is being considered in physics, engineering, secondary-school science teaching, one of the inter-science fields such as geophysics or biophysics, or a field such as law or business. To preserve the option of doing a thesis in the senior year, Mathematics

*On leave 1999-00.

†On leave first semester 1999-00.

11, 12, 13 should be taken consecutively starting in the first semester of the first year. Physics 32, 33, 34, 35 should be taken consecutively starting in the second semester of the first year, and Physics 42 should be taken in the second semester of the sophomore year. The course requirements for a major in Physics are Mathematics 11, 12, 13; Physics 32, 33, 34, 35, 42, 47 and 48.

Students intending to make a career in physics should seriously consider taking one or more electives in physics and mathematics. Physics 72 offers the opportunity for advanced laboratory experience, while Physics 66 and 75 provide for advanced theoretical work.

All Physics majors must take a written examination in the second semester of their junior year. This examination is a preliminary to the Senior Comprehensive Examination which students must pass as a requirement for graduation.

Departmental Honors Program. The course requirements for a major with Honors are the courses listed above, plus Physics 77 and 78. Good performance on the preliminary examination taken at the end of the junior year will be a criterion for acceptance as a thesis student. At the end of the first semester of the senior year the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Departmental Honors work in Physics is to provide an opportunity for the student to pursue under faculty direction an investigation in-depth into a research problem in experimental and/or theoretical physics. In addition to apparatus for projects closely related to the continuing experimental research activities of the faculty (such as holography, low-temperature physics, superconductivity, chaos, lasers, and atomic physics), facilities are available for experimental honors projects in many other areas. Subject to the availability of apparatus and faculty interest, Honors projects arising out of students' particular interests are encouraged. Students are given the opportunity to review the literature in the field, to design, construct and assemble experimental equipment, to perform experiments, and finally, to prepare a thesis, which is due in late April. During the first semester, students give preliminary talks in the Physics Seminar on their proposed projects. During the spring, they again have the opportunity to describe their work in the Physics Seminar. At the end of the second semester, students take oral examinations devoted primarily to the thesis work.

The departmental recommendation for the various degrees of Honors will be based on the student's record, Departmental Honors work, Comprehensive Examination and oral examination on the thesis.

8. The Revolutions in Twentieth-Century Physics. Common sense ideas which explain physical phenomena in daily life simply do not apply when we enter the realm of the very fast or the very small. These realms are described by the theories of Relativity and Quantum Mechanics. In this course we shall discuss Relativity and Quantum Mechanics and will describe how the ideas embodying these theories are so radically different from the views held in the nineteenth century. We begin by quickly discussing some of the main tenets of pre-twentieth century physics so as to set the background for the new physics. Then we'll spend about a half-semester each on Relativity and Quantum Mechanics. There is no math requisite except for high school algebra and trigonometry, and the course is intended for non-science majors. Three hours per week.

Second semester. Omitted 1999-00.

10. Electronics. This is a hands-on course to help build a basic understanding and feel for the modern day electronic devices and circuits that are integral to many aspects of our research, work and play. By investigating the electrical

characteristics of electronic components, including discrete semiconductor devices and integrated chips (ICs), we will go on to build and analyze both analog and digital circuits, gaining insight into electronic control devices, data acquisition systems and computers. Lecture and discussion periods will be followed by appropriate experiments to help solidify the new concepts. While the course is introductory, experienced students will be given room to explore more complex circuitry and will be encouraged to apply some of their newly developed electronics knowledge and creativity to ongoing individual research projects in other fields. One hour of lecture and one three-hour laboratory per week.

Second semester. Professor to be named.

12. Light, Color, and Vision. This course will provide a broad introduction to the physics of light, color, and vision. Topics to be covered include a brief history of physical models of light, optical instruments such as microscopes, telescopes, and cameras, the human eye, visual perception, color vision, neural processing of visual information, optical illusions, polarized light, lasers and quantum optics, color in art, holography, rainbows and other optical effects in nature. Two class meetings per week.

Second semester. Professor to be named.

14. Natural Philosophy: Understanding Space and Time. The general title of this course reflects the fact that the disciplines of Philosophy and Physics are historically closely linked. In this course we will examine some of the connections between these subjects, and how the combined resources of the two disciplines can clarify a number of fundamental issues about the natural world. The topic under special consideration will vary from year to year.

The course will examine selected problems about space and time. We will interweave the metaphysical views and questions of Zeno, Leibniz, Newton, and Kant with the physical theories of Newton and Einstein. Among the topics we will consider are: paradoxes concerning the possibility of motion, the possibility of space without matter, the status of symmetry principles and the principle of sufficient reason, and the implications of the theory of relativity for our understanding of space and time. In order to undertake these discussions in class, we will cover the basic principles of Newtonian physics as well as the theory of relativity in a rapid but rigorous fashion. No special knowledge of philosophy or physics is presupposed, and we hope to attract students with a wide range of backgrounds.

Preference to Juniors and Seniors. Second semester. Professor Jagannathan.

16f. General Physics I: Mechanics and Thermodynamics. This course will examine two of the main divisions of Classical Physics: Newtonian Mechanics and Thermodynamics. Newton's laws will be used to describe and explain a variety of simple motions including linear and circular motion, motion in a gravitational field, motion in the presence of friction, and simple harmonic motion. Work, mechanical energy and momentum will be discussed as underlying concepts in our understanding of all mechanical processes. The extent to which changes in temperature affect natural systems will be studied primarily through the introduction of the concepts of heat and entropy, and applications of the first and second laws of thermodynamics. Topics such as rotational dynamics, fluid mechanics, phase transitions, calorimetry, and kinetic theory may be added at the discretion of the instructor. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. First semester. Professor Martini.

16. General Physics I: Mechanics and Thermodynamics. Same description as Physics 16f.

Second semester. Professor to be named.

17. General Physics II: Electromagnetism, Optics and Atomic Physics. Basic observations of electric and magnetic forces (the most important forces governing the structure of matter), their mathematical description, and the unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Introduction to wave motion, optics, and selected topics from atomic and nuclear physics. Laboratory experiments on electrical circuits, electronic measuring instruments, optics and optical instruments, and radioactivity and its measurement. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 16. First semester. Professor Ma.

17s. General Physics II: Electromagnetism, Optics and Atomic Physics. Same description as Physics 17.

Second semester. Professor Zajonc.

21. Physics for the Twenty-First Century. This course provides an introduction to contemporary physics for a broad range of students including potential science majors as well as other students who have an interest in the physical sciences. No background other than secondary school mathematics and physics will be assumed. Some of the most exciting topics in physics today will be treated. Quantum mechanics and Einstein's theory of special relativity will be systematically taught at an introductory level. These theories will act as the basis for a discussion of current hot topics such as quantum computing, lasers, atomic physics and cosmology. Other topics such as fundamental symmetries, particle physics, chaos and nonlinear dynamics will be treated as time permits. The impact these developments have had on our thinking and on technology will also be treated.

First semester. Professor Zajonc.

32. Newtonian Mechanics. The fundamental laws of Newtonian mechanics are applied to a variety of simple motions including free-fall in a gravitational field, simple harmonic motion, and rigid-body rotation. The conservation laws (linear momentum, angular momentum, and mechanical energy) are introduced in various contexts and are shown to serve as unifying physical principles. Emphasis is placed on mathematics (including vector algebra and calculus) as powerful tools in understanding phenomena. This course includes an introduction to the use of computers in physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. Second semester. Professor Hunter.

33. Electromagnetism and Electronics. Fundamentals of electricity and magnetism using differential and integral calculus. The unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Laboratory experiments on electrical circuits and electronic measuring instruments. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 32 and Mathematics 12 or consent of the instructor. First semester. Professor Hall.

34. Waves, Optics and Thermal Physics. The general characteristics of wave motion will be approached through the wave equation and the solution to the boundary value problem. Included in the course will be the treatment of geometrical optics, energy relationships in waves, diffraction, interference, reflection, refraction and polarization. The second part of the course deals with simple thermal phenomena, the laws of thermodynamics, and an introduction to the

kinetic theory of gases. The associated laboratory/recitation sections will be used for optical experiments as well as further discussion of lecture material. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 13 and Physics 33 or consent of the instructor. Second semester. Professor Gordon.

35. Relativity and Quantum Physics. This course covers important developments in twentieth-century physics. The theory of Special Relativity is treated in some detail. Then the inadequacies of the classical explanations of such phenomena as blackbody radiation and the photoelectric effect are discussed. The partial, but imaginative, solution given by old "quantum theory" serves as a point of departure for the more systematic theory of atomic dynamics given by the "quantum mechanics." The course concludes with a selection of topics from atomic, nuclear, particle, and condensed-matter physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 34 or consent of the instructor. First semester. Professor Hunter.

42. Mechanics. Newtonian mechanics of particles and systems of particles, including rigid bodies. Elementary vector analysis and potential theory, central forces, the two-body problem, collisions, moving reference frames, and—time permitting—an introduction to Lagrangian methods. Special emphasis is placed on oscillatory phenomena. Four class hours per week and occasional laboratories.

Requisite: Physics 33 and Mathematics 13, or consent of the instructor. Second semester. Professor Jagannathan.

47. Electromagnetic Theory. A development of Maxwell's electromagnetic field equations and some of their consequences using vector calculus. Topics covered include: electrostatics, steady currents and static magnetic fields, time-dependent electric and magnetic fields, and the complete Maxwell theory, energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Four class hours per week.

Requisite: Physics 34, 42, or consent of the instructor. First semester. Professor Zajonc.

48. Quantum Mechanics. Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schroedinger equation for one-dimensional systems and for the hydrogen atom. Four class hours per week and occasional laboratories.

Requisite: Physics 35 or consent of the instructor. Second semester. Professor Hall.

75. Thermodynamics and Statistical Mechanics. First, second and third laws of thermodynamics with applications to various physical systems. Phase transitions. Applications to low temperature physics, including superconductors and liquid helium. Introductory kinetic theory and statistical mechanics. Applications of Fermi-Dirac and Bose-Einstein statistics. Four class hours per week.

Requisite: Physics 35 or equivalent. First semester. Omitted 1999-00.

77. Senior Departmental Honors. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, D78. Senior Departmental Honors. Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course. First and second semesters.

POLITICAL SCIENCE

Professors Arkes*, Basu (Chair), Dumm, Machala†, Sarat, W. Taubman†, and Tiersky†; Associate Professor Bumiller; Assistant Professor Corrales; Visiting Assistant Professor Martel.

Major Program. Majors in Political Science must complete one course numbered 3 to 10. Students may count only one of these courses toward the major. Because they are designed to introduce students to the study of politics, the department recommends that they be taken in the first or second year.

Offerings in the Department include courses in American government, politics, law and public policy, comparative government and politics, international relations, and political theory. While majors are not required to take courses in each of these areas, the Department encourages students to do so.

Majors are required to pass a comprehensive examination in Political Science. Details of the examination are set by the Political Science Department.

Rite majors are required to take at least nine courses. Honors candidates, however, take at least 11 courses of which three, Political Science D77-78, are senior courses devoted to researching and writing the honors thesis. All students, both honors and *rite*, must also take at least one advanced seminar from a group of seminars to be designated in the list of course offerings.

Departmental Honors Program. Students who wish to be considered for graduation with Departmental Honors in Political Science must take part in the Honors program. The Honors program provides qualified students with a culminating opportunity for independent undergraduate research and writing. Candidates for Honors in Political Science will normally take Political Science D77 and 78. The double course in the first semester provides time for students to complete a first draft of a thesis, which must be submitted by the middle of January. At that time, the candidate's advisor, in consultation with a second reader, will evaluate the draft of the thesis and determine whether it merits the candidate's continuing in the Honors program during the second semester. Students who have completed Political Science D77 but who either are not permitted or choose not to enroll in Political Science 78 will be assigned a grade for work completed in Political Science D77. Students continuing in the Honors program will receive a single grade for the sequence of three courses upon completion of Political Science 78.

A cumulative average of B is required for admission to the Honors program. Students are admitted upon application in the first week of the fall semester senior year. The application consists of a brief description of their thesis topic—what it is, why it is important, and how it is to be illuminated. Prospective applicants should consult with members of the Department during the junior year to define a suitable Honors project, and to determine whether a member of the Department competent to act as advisor will be available to do so. Permission

*On leave 1999-00.

†On leave second semester 1999-00.

to pursue projects for which suitable advisors are not available may be denied by the Department.

3. Secrets and Lies. Politics seems almost unimaginable without secrecy and lying. From the noble lie of Plato's Republic to Oliver North's claim that he lied to Congress in the name of a higher good, from the need to preserve secrets in the name of national security to the endless spinning of political campaigns, from President Kennedy's behavior during the Cuban missile crisis to current controversies concerning lies by the tobacco industry, from Freud's efforts to decode the secrets beneath civilized life to contemporary exposés of the private lives of politicians, politics and deception seem to go hand-in-hand. This course investigates how the practices of politics are informed by the keeping and telling of secrets, and the telling and exposing of lies. We will address such questions as: When, if ever, is it right to lie or to breach confidences? When is it right to expose secrets and lies? Is it necessary to be prepared to lie in order to advance the cause of justice? Or, must we do justice justly? When is secrecy really necessary and when is it merely a pretext for Machiavellian manipulation? Are secrecy and deceit more prevalent in some kinds of regimes than in others? As we explore those questions we will discuss the place of candor and civility in politics; the relationship between the claims of privacy (e.g., the closeting of sexual desire) and secrecy and deception in public arenas; conspiracy theories as they are applied to politics; and the importance of secrecy in resistance and revolutionary movements. We will examine the treatment of secrecy and lying in political theory as well as their appearance in literature and popular culture, for example, *King Lear*, *Wag the Dog*, *Mr. Smith Goes to Washington*, *The Year of Living Dangerously*, and *Quiz Show*.

Limited enrollment. First semester. Professors Dumm and Sarat.

4. The State. Following Max Weber's lead, many students of politics have contended that the hallmark of a strong state is its monopoly over the use of violence. But this understanding raises as many questions as it answers. What enables states to acquire legitimacy? Why are some states more coercive than others? How can we make sense of varied societal reactions to state domination, ranging from apathy to active support to conditional acceptance to vigorous opposition? Scholars have also identified the strength of the state in its capacity to remain autonomous from both dominant social groups and from other sovereign states. But is this understanding still relevant in an era when the forces of globalization are eroding state sovereignty? This question takes us to the heart of current debates about "the state of the state." We will address these questions by exploring changing relations between the state, the economy, civil society and the international arena. We will engage contending theoretical approaches to analyzing the state in comparative cross-national and international perspective.

Limited enrollment. Second semester. Professors Basu and Corrales.

5. Politics, Statecraft, and the Art of Ruling. In the teaching of the classic philosophers, the central questions of politics are questions of justice: What are the grounds of our judgment on the things that are just or unjust, right or wrong? What is the nature of the just, or the best, political order? What measures would we be "justified" in imposing with the force of "law"? What is the nature of that regime we would seek to preserve in this country—or, on the other hand, what are the regimes that we would be justified in resisting in other places, even with the force of arms? The problem of judgment must point to the principles, or the standards, of judgment, and to an understanding that is distinctly philosophic. But political men and women also need a certain sense of the ways of the world:

the things that hold people in alliance or impart a movement to events; the ways in which the character of politics is affected by the presence of bureaucracies or elections; the arts of persuasion; the strains of rendering judgments. And the knowledge of these things must depend on experience. In this style of introduction to Political Science, a central place will be given over to the study of statesmen and politicians: Lincoln, Churchill, Eisenhower, but also Kennedy, Johnson, Reagan. The course will draw us back to Aristotle and Plato, to Machiavelli and the American Founders, but then it will also encompass the study of voting and campaigns, and the more recent politics of race and gender.

Limited enrollment. First semester. Omitted 1999-00. Professor Arkes.

18f. The Social Organization of Law. (Also Law, Jurisprudence and Social Thought 18f.) See Law, Jurisprudence and Social Thought 18f for description.

First semester. Professor Sarat.

20f. Rethinking Post-Colonial Nationalism. Nationalist fervor seemed likely to diminish once so-called Third World nations achieved independence. However, the past few years have witnessed the resurgence and transformation of nationalism in the post-colonial world. Where anti-colonial nationalist movements appeared to be progressive forces of change, many contemporary forms of nationalism appear to be reactionary. Did nationalist leaders and theoreticians fail to identify the exclusionary qualities of earlier incarnations of nationalism? Were they blind to its chauvinism? Or has nationalism become increasingly intolerant? Was the first wave of nationalist movements excessively marked by European liberal influence? Or was it insufficiently committed to universal principles? We will explore expressions of nationalism in democratic, revolutionary, religious nationalist, and ethnic separatist movements in the post-colonial world.

First semester. Professor Basu.

21s. American Government. This course is an introduction to American national government. We will study the meaning of constitutional rule, federalism, the structure and politics of the Presidency, Congress and Supreme Court, parties and elections, and selected issues in foreign and domestic policy.

Second semester. Professor Dumm.

22. U.S.-Latin America Relations. Can small and non-powerful nations ever profit from a relationship with a more powerful hegemon? Who gains and who loses in this type of asymmetrical relationship? This seminar attempts to answer these questions by looking at the relations between the U.S. and Latin American nations. The seminar begins by presenting different ways in which intellectuals have tried to conceptualize and analyze the relations between the U.S. and Latin America. These approaches are then applied to different dimensions of the relationship: (1) intra-hemispheric relations prior to World War II (the sources of U.S. interventionism and the response of Latin America); (2) political and security issues after World War II (the role of the Cold War in the hemisphere and U.S. reaction to instability in the region, with special emphasis on Cuba in the early 1960s, Peru in the late 1960s, Chile in the early 1970s, the Falklands War and Nicaragua in the 1980s); and (3) economic and business issues (the politics of foreign direct investment and trade, and the debt crisis in the 1980s). Finally, we examine contemporary trends: the emerging hemispheric convergence, economic integration, drug trade, immigration, the defense of democracy regime and the re-emergence of multilateral interventionism.

Requisite: Political Science 26 or its equivalent. This course fulfills the requirement for an advanced seminar in political science. Limited enrollment, with the consent of the instructor. Second semester. Professor Corrales.

23s. Political Obligations. The mark of the polity, or the political order, has always been the presence of "law"—the capacity to make decisions that are binding, or obligatory, for everyone within the territory. The roots of obligation and law are the same: "ligare," to bind. When the law imposes a decision, it restricts personal freedom and displaces "private choice" in favor of a public obligation, an obligation applied uniformly or universally. The law may commit us then on matters that run counter even to our own convictions, strongly held, about the things that are right or wrong, and even on matters of our private lives. The law may forbid people to discriminate on grounds of race even in their private businesses; the law may forbid abortions, or on the other hand, the law may compel the funding of abortions even by people who find them abhorrent. This state of affairs, this logic of the law, has always called out for justification, and in facing that question, we are led back to the original understanding of the connection between morality and law. The law can justify itself only if it can establish, as its ground, propositions about the things that are in principle right or wrong, just or unjust—which is to say, right or wrong, just or unjust, for others as well as ourselves. The questions of law and obligation then must point to the questions at the root of moral philosophy: What is the nature of the good or the just, and the grounds on which we may claim to "know" moral truths?

The course will proceed through a series of cases after it returns to the beginning of political philosophy and lays the groundwork for the argument. We will begin with Aristotle on the polis, and the debate between Abraham Lincoln and Stephen Douglas on "natural rights." We will draw on Kant and Hume, on Thomas Reid and Bertrand Russell, as we seek to set the groundwork in place. The argument of the course will then be unfolded further, and tested, through a train of cases and problems: conscientious objection, the war in Vietnam, the obligation to rescue, the claims of privacy. And the culmination will come on the issues of abortion, euthanasia, and assisted suicide.

Second semester. Omitted 1999-00. Professor Arkes.

25. Comparative European Political Development. An introduction to European politics historically, done as studies in political development. Britain, France, Germany and Italy are the focus, with some discussion, at the end, of the outlines of European integration. The uniqueness of Europe's nation-states and political cultures is set against transnational, supranational, globalizing homogenizing, "Americanizing" tendencies in European life. Main issues include: Is nationalism on the rise or decline in Europe today? Is the nation-state and its historic sovereignty more a problem or a solution for European government today? In a post-cold war Europe are traditional class, ethnic and religious conflicts intensifying? To what extent are rights, freedoms, equality, prosperity and justice on the rise in post-Soviet Europe? Is European political life improving, or is there a dangerous depoliticization and decline of citizenship? This course is an informal sequence with Political Science 45, Contemporary Europe.

First semester. Professor Tiersky.

26f. World Politics. An introductory course which examines the dynamics of emerging post-Cold War international military, political and economic relations. Close attention is paid to the collapse of the Soviet Union as well as the transformed role of the United States. Among the topics examined are the technological and economic bases of hegemonic power, "imperial overstretch," spheres of influence, nationalism, ethnic and racist violence, "orientalism," spread of weapons of mass destruction, state and class interests, as well as the role of law and legal institutions in world politics. Other issues to be discussed include changes in world geopolitics (the European Union, the "German Question,"

"China," "rogue states") as well as changes in the world economy (protectionism, free trade, globalization, regionalization). The course does not rely on a single theoretical framework; instead, we will follow in the path of such classics as Thucydides, Machiavelli, Kant, Hobbes, Clausewitz, Adam Smith and Karl Marx.

First semester. Professor Machala.

27s. Russian Politics Past and Present. How and why did a revolution that began as a dream of heaven on earth end up in a nightmare in which as many as 20 million perished? To what extent was Stalin's brand of totalitarianism rooted in such sources as Marxism-Leninism itself, in traditional Russian political culture, and in Stalin's own paranoid personality? How did Stalinism express itself in politics, economics, culture, and ethnic and foreign policy? What was its impact on reforms under Khrushchev and Gorbachev? The first part of the course will examine the rise and fall of the USSR. The second, post-Soviet, section will focus on three transitions (from totalitarianism toward democracy, from a supercentralized economy to a more or less free market, and from a multinational empire to fifteen separate nation-states) as well as new Russia's relations with the world and especially the United States. In addition, we will discuss general political issues as they work themselves out in Russian and Soviet contexts: the nature of revolution and nationalism, the causes and consequences of tyranny, the perils of political and social reform, and the role of power and ideology in foreign policy.

Second semester. Omitted 1999-00. Professor Taubman.

28. Political Theory from Hobbes to Nietzsche. This course surveys the most influential political theorists of the modern age. In addition to providing a comprehensive introduction to the works which shaped modern political consciousness, it also attempts an evaluation of modern theory's claim to provide a post-theological, non-metaphysical account of the bases of political order and legitimacy. In other words, we will be especially concerned with the way modern political theory has grappled with what Nietzsche called "the death of God." The loss of a foundation in faith, the decline of belief in a divinely sanctioned or "natural" order, signaled a tremendous opportunity for modern theorists: the political order could be entirely reconstructed according to human needs. Yet at the same time it induced extreme anxiety, a sense that the polity had lost its foundation. This loss continues to haunt us. In reading the great modern theorists we should note that the very nature of politics and political action sharpened this anxiety and propelled them to introduce various God-surrogates (e.g., Hobbes' sovereign, Rousseau's general will, Hegel's rational state, Marx's proletariat). The hope behind such theoretical constructions was to reduce if not eliminate the essential contingency of politics as both activity and structure. But this raises the question of whether modern political theory is distinctively modern at all: does it face up to the challenge of theorizing a demystified politics, or does it simply create a new set of mystifications, providing us with the illusion of foundations where there are none?

Readings from Machiavelli, Bacon, Hobbes, Locke, Rousseau, Kant, Marx, Mill, and Nietzsche.

Second semester. Professor Martel.

29s. Political and Cultural Crises of Modern Europe, 1789-1960. (Also European Studies 28.) See European Studies 28 for description.

Second semester. Omitted 1999-00. Professor Tiersky.

31. Introduction to Latin American Politics. This is an introduction to the study of modern Latin American politics. The overriding question that guides the course is: why have democracy and self-sustained prosperity been so difficult

to accomplish in the region? The course is divided into four parts. The first part examines historical and institutional legacies common throughout the region that might have hindered democratic and economic development. The second part focuses on similarities in how Latin American countries have responded to this legacy since the 1930s (e.g., the rise of economic nationalism, statism, corporatism and populism). The third part looks at differences across the region by focusing on Cuba, Argentina, Chile, Mexico and Venezuela. Hypotheses will be formulated to explain why, for instance, some countries remained democratic while others did not; why some countries remained stable while others did not; why some societies resisted authoritarianism more effectively than others. This part of the course also looks at the role of political figures, institutions, political parties, societal groups (such as labor, business, the military and the Catholic Church), and cultural traits (such as machismo) in shaping these responses. The final part of the course examines developments since the 1980s—the transition to democracy and to market economies, the rise of social movements, the myths of racial and sexual democracy, the rise in crime, and the endurance of porous states and laws.

First semester. Omitted 1999-00. Professor Corrales.

32. Authority and Sexuality. Historically the regulation of sexual practices and the definition of appropriate modes of sexual expression have been important concerns of state and society. This reflects the difficulties which all social orders have in defining the limits of freedom and the legitimate scope of social control. But the effort to define those limits with respect to sexuality is by no means a relic of a discredited past as debates about abortion, homosexuality, pornography and the recent controversy about AIDS make clear. Moreover, our images of public authority are themselves, to some extent, a product of our struggles to find meaning in sexuality and to come to terms with the place of desire in our own lives.

This course asks how it is that sexuality is portrayed, imagined and defined in such a manner as to make possible various forms of scrutiny, regulation, and prohibition. We will examine the ways in which sexuality and authority are constituted in politics and in law as well as arguments suggesting that particular sexual relationships and particular arrangements of political authority are natural, normal, just or inevitable. We will investigate the way the rhetoric of sexuality and authority transforms the experience of desire and power as well as the ways authority rises from and depends upon a particular consciousness about sex that is revealed in political theory, literature, and popular culture. Among the texts and films we will consider are Plato's *Symposium*, Freud's *Dora*, Mill's *The Subjection of Women*, Catharine MacKinnon's *Feminism Unmodified*, Alice Walker's *The Color Purple*; and *The Crying Game*, *Fatal Attraction*, *Kiss of the Spiderwoman*, *Dangerous Liaisons*, *Rear Window*, and *Jungle Fever*. Throughout, the course seeks to call into question oppositions of public and private, law and power, government and self, which have traditionally organized our thinking about authority and sexuality.

Second semester. Omitted 1999-00. Professor Sarat.

33s. The American Presidency. This course is an examination of the contemporary American Presidency. We will examine the Constitutional and historical roots of the growth of Presidential power, the role of the modern President in the shaping of domestic and foreign policy, Presidential elections, and the cultural and iconographic significance of the modern presidency. Special attention will be paid to contemporary conflicts between the executive and legislative branches of government.

Second semester. Omitted 1999-00. Professor Dumm.

34f. American Political Thought. This course is a study of aspects of the canon of American political thought. While examining the roots of American thought in Puritanism and Quakerism, the primary focus will be on American transcendentalism and its impact on subsequent thought. Among those whose works we are likely to consider are Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, Walt Whitman, W.E.B. DuBois, William James, Jane Addams, John Dewey, Martin Luther King, Hannah Arendt, Richard Rorty, and Stanley Cavell.

Not open to first-year students. First semester. Professor Dumm.

39. Re-Imagining Law: Feminist Interpretations. (Also Law, Jurisprudence and Social Thought 39.) Feminist theory raises questions about the compatibility of the legal order with women's experience and understandings and calls for a re-evaluation of the role of law in promoting social change. It invites us to inquire about the possibilities of a "feminist jurisprudence" and the adequacy of other critical theories which promise to make forms of legal authority more responsive. This course will consider women as victims and users of legal power. We will ask how particular practices constitute genders subjects in legal discourse. How can we imagine a legal system more reflective of women's realities? The nature of legal authority will be considered in the context of women's ordinary lives and reproductive roles, their active participation in political and professional change, their experiences with violence and pornography as well as the way they confront race, class and ethnic barriers.

Open to Juniors and Seniors. First semester. Professor Bumiller.

41. The American Constitution I: The Structure of Rights. This course will focus on the questions arising from the relations of the three main institutions that define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the "first principles" of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of "rights" and the regulation of "speech" (including such "symbolic expression" as the burning of crosses); and the original warning of the Federalists about the effect of the Bill of Rights in narrowing the range of our rights.

First semester. Omitted 1999-00. Professor Arkes.

42. The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." In applying the Constitution to particular cases, it becomes necessary to appeal to certain "principles of law" that were antecedent to the Constitution—principles that existed before the Constitution, and which did not depend, for their authority, on the text of the Constitution. But in some cases it is necessary to appeal to principles that were peculiar to the government that was established in the "decision of 1787"; the decisions that framed a new government under a new Constitution. This course will try to illuminate that problem by considering the grounds on which the national government claims to vindicate certain rights by overriding the authority of the States and private institutions. Is the federal government obliged to act as a government of "second resort" after it becomes clear that the State and local governments will not act? Or may the federal government act in the first instance, for example, to bar discriminations based on race, and may it reach, with its authority, to private businesses, private clubs, even private households? The course will pursue these questions as it deals

with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (This course may be taken independently of Political Science 41, the American Constitution I.)

Second semester. Omitted 1999-00. Professor Arkes.

45s. Contemporary Europe. European security and European integration from the end of World War II through Communism's collapse and the new issues of post-cold war Europe. Central issues are (1) the division and reunification of Europe; (2) consequences of Communism's demise; (3) German unification and the new German Question; (4) the European Union's significance and development; (5) European-wide problems of immigration, racism, ethnic struggles and the renaissance of traditional nationalisms; (6) NATO, the European east, Russia, and post-cold war political-military dangers; (7) traditional balance of power politics and the so-called "democratic peace"; (8) Europe's future.

Second semester. Omitted 1999-00. Professor Tiersky.

47. Asian and Asian American Women: Myths of Deference, Arts of Resistance. (Also Women and Gender Studies 47.) Even the most sympathetic observers often assume that Asian women are so deeply oppressed that they demure in face of intolerable conditions. Such notions of women's deference find echoes in popular conceptions of Asian American women. Part of the work of this course is to question assumptions of women's quiescence by redefining agency and activism. But an equally important challenge is to avoid romanticizing resistance by recognizing victimization in the absence of agency, agency in the absence of activism, and activism in the absence of social change. Thus while appreciating the inventive ways in which Asian and Asian American women resist, we will explore why such resistance may perpetuate their subjugation.

First semester. Professor Basu.

48. Cuba: The Politics of Extremism. The study of Cuba's politics presents opportunities to address issues of universal concern to social scientists and humanists in general, not just Latin Americanists. When is it rational to be radical? Why has Cuban politics forced so many individuals to adopt extreme positions? What are the causes of radical revolutions? Is pre-revolutionary Cuba a case of too little development, uneven development or too rapid development? What is the role of leaders: Do they make history, are they the product of history, or are they the makers of unintended histories? Was the revolution inevitable? Was it necessary? How are new (radical) states constructed? What is the role of foreign actors, existing political institutions, ethnicity, nationalism, religion and sexuality in this process? How does a small nation manage to become influential in world affairs, even altering the behavior of superpowers? What are the conditions that account for the survival of authoritarianism? To what extent is the revolution capable of self-reform? Is the current intention of state leaders of pursuing closed politics with open economics viable? What are the most effective mechanisms to effect change of regime? Although the readings will be mostly from social scientists, the course also includes selections from primary sources, literary works and films (of Cuban and non-Cuban origin). As with almost everything in politics, there are more than just two sides to the issue of Cuba. One aim of the course is to expose the students to as many different views and approaches as possible.

Second semester. Omitted 1999-00. Professor Corrales.

49. Political Theory from Plato to Machiavelli. A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the tense relations among absolute morality, ordinary morality, and the pursuit of greatness. Attention will be given to the Socratic challenge to Athens and the early Christian challenge to Rome. Readings from Sophocles, Thucydides, Plato, Aristotle, Cicero, Tacitus, The Bible, Augustine, and Aquinas.

First semester. Professor Martel.

51. Liberalism and Its Critics. For some time now, liberalism has been subjected to vehement critique from both the left and right. It has been attacked as a destroyer of community and authority; as the ruling ideology of an exploitative economic system; and as a Trojan horse through which disciplinary society extends its grip over everyday life. However, the moment we move away from ideological charges and counter-charges, confusion reigns. What, in fact, is "liberalism"? Might it be more accurate to speak of *liberalisms*? What are the chief strains of contemporary liberal thought and what are their antecedents? Who, amongst the numerous critics of liberalism, has most insightfully identified its shortcomings as a political philosophy? These questions will be addressed through reading and discussion of classic liberal writers (Locke, Kant, Mill, Thoreau), contemporary liberal political philosophers (John Rawls, Isaiah Berlin, Judith Shklar, George Kateb), and some of liberalism's more illustrious recent critics (Leo Strauss, Hannah Arendt, Charles Taylor, Alasdair MacIntyre). This course fulfills the requirement for an advanced seminar in Political Science.

Requisite: Students will be expected to have taken at least one of the following: Political Science 23, 28, 41, 49, 60; Philosophy 25, 25 or 34; Law, Jurisprudence and Social Thought 26, 27. First semester. Professor Martel.

53. Representing Domestic Violence. (Also Women's and Gender Studies 53.) See Women's and Gender Studies 53 for description.

First semester. Omitted 1999-00. Professors Bumiller and Sánchez-Eppler.

54. Seminar in War and Peace. This seminar is a conceptual, theoretical analysis rather than an historical or policy study of war and peace. The syllabus ranges widely, from classical to contemporary sources and problems, from the belief that war is inevitable to assertions that non-violence is the highest possible condition of existence. Readings include Euripides' *The Trojan Women*; Simone Weil's "The Iliad, A Poem of Force"; Thucydides; Hobbes; Kant's *Perpetual Peace*; Clausewitz's *On War*; Gandhi; Margaret Mead's "War is Just an Invention"; Martin Luther King's "Letter from the Birmingham Jail"; Kenneth Waltz's *Man, the State and War*; and Raymond Aron's *Peace and War*.

Problems discussed are the causes of war, especially whether war is an animal atavism in humans or a distinctively human behavior; the possibility of abolishing war; whether war should be abolished if it were possible, or whether war is, to the contrary, an awful but necessary, even positive human behavior.

Students should have some background in international relations study, in morality and politics, and/or international law. This course fulfills the requirement for an advanced seminar in Political Science.

Not open to first-year students. Limited enrollment. Second semester. Omitted 1999-00. Professor Tiersky.

57. Problems of International Politics. The topic varies from year to year. The topic in 1999 will be: "Rethinking the Cold War." During the last several years, the collapse of Communism has led to the opening of long-secret archives and

the availability of former high-ranking officials in the Soviet Union and Eastern Europe. On the basis of such newly available sources, it is becoming possible to study the cold war from "the other side," as well as on the basis of Western sources. This course will ask how these new sources have changed, or should change, our understanding of the cold war. It will use both new and old sources to examine such issues as: the cold war's origins, the Korean war, the German question, the role of nuclear weapons, the Berlin and Cuban crises, the rise and fall of detente, the role of leaders and institutions, and the impact of misperceptions and miscalculations. This course fulfills the requirement for an advanced seminar in Political Science.

Requisite: One of Political Science 21, 24, 26, 27, 37, 40, 45, 54, History 19, 40, 41 or their equivalents. Admission with consent of the instructor. Limited enrollment. First semester. Professor Taubman.

58f. Seminar: The Classic Period in American Jurisprudence. This seminar is conceived as an advanced course on selected topics in law and political philosophy for students who have already had some preparation in these subjects. The course this year will focus on the classic period in American jurisprudence, beginning with the Founding and with the Court under John Marshall, and extends to the Civil War. We will concentrate on a collection of original, landmark opinions and on the writings of jurists such as Marshall, James Wilson, Joseph Story, Roger Taney and Stephen Field. These jurists wrote with an uncommon clarity, in this formative period of the American law, when they understood they were at the beginning, with few precedents to guide them. They were compelled to trace their judgments back to the first principles of jurisprudence, and so they found the need to explain principles that were not set down in the text of the Constitution. The concern of the course is with the moral reasoning they employed, as they made their way to the principles that were outside the text of the Constitution, and "antecedent to the positive law." The course will also encompass problems of this kind: the return of fugitive slaves, the international trade in slaves, and the political economy of the Constitution (the creation of money, the regulation of trade, the confiscation of property).

Requisite: Courses in constitutional law or political theory. Admission with consent of the instructor. Limited enrollment. First semester. Omitted 1999-00. Professor Arkes.

59s. Contemporary Political Thought. A consideration of twentieth-century political thought in light of the apparent failure of the modern/enlightenment project. The critique of rationality initiated by Nietzsche will be our starting point. We will focus on the question of scripting a self out of the complexities and contradictions of the modern subject, looking at thinkers who range from those who seek messianic redemption (Benjamin) to those who reject the value or possibility of personal authenticity (Butler). Readings from Nietzsche, Freud, Heidegger, Arendt, Benjamin, Adorno, Levinas, Girard, Lacan, Foucault and Butler. This course fulfills the requirement for an advanced seminar in Political Science.

Limited enrollment. Second semester. Professor Martel.

60. Punishment, Politics, and Culture. Other than war, punishment is the most dramatic manifestation of state power. Whom a society punishes and how it punishes are key political questions as well as indicators of its character and the character of the people in whose name it acts. This course will explore the connections between punishment and politics with particular reference to the contemporary American situation. We will consider the ways crime and pun-

ishment have been politicized in recent national elections as well as the racialization of punishment in the United States. We will ask whether we punish too much and too severely, or too little and too leniently. We will examine particular modalities of punishment, e.g., maximum security prisons, torture, the death penalty, and inquire about the character of those charged with imposing those punishments, e.g., prison guards, executioners, etc. Among the questions we will discuss are: Does punishment express our noblest aspirations for justice or our basest desires for vengeance? Can it ever be an adequate expression of, or response to, the pain of victims of crime? When is it appropriate to forgive rather than punish? We will consider these questions in the context of arguments about the right way to deal with juvenile offenders, drug offenders, sexual predators ("Megan's Law"), rapists, and murderers. We will, in addition, discuss the meaning of punishment by examining its treatment in literature and popular culture. Readings may include selections from *The Book of Job*, Greek tragedy, Kafka, Nietzsche, Freud, Primo Levi, and contemporary treatments of punishment such as Foucault's *Discipline and Punish*, Butterfield's *All God's Children*, Fletcher's *With Justice for Some*, Garland's *Punishment in Modern Society*, Johnson's *Death Work*, and Mailer's *Executioner's Song*. Films may include *The Shawshank Redemption*, *Dead Man Walking*, *Mrs. Soffel*, *Breaker Morant*, and *One Flew Over the Cuckoo's Nest*.

Limited enrollment. Second semester. Professor Sarat.

61. Taking Marx Seriously. Should Marx be given yet another chance? Is there anything left to gain by returning to texts whose earnest exegesis has occupied countless interpreters, both friendly and hostile, for generations? Has Marx's credibility survived the global debacle of those regimes and movements which drew inspiration from his work, however poorly they understood it? Or, conversely, have we entered a new era in which post-Marxism has joined a host of other "post-" phenomena? This seminar will deal with these and related questions in the context of a close and critical reading of Marx's texts. The main themes we will discuss include Marx's conception of capitalist modernity, material and intellectual production, power, class conflicts and social consciousness, and his critique of alienation, bourgeois freedom and representative democracy. We will also examine Marx's theories of historical progress, capitalist exploitation, globalization and human emancipation. This course fulfills the requirement for an advanced seminar in Political Science.

Limited enrollment. Admission with consent of the instructor. Requisite: One of Political Science 28, 29s, 49, 51, 65, 68 or an equivalent. First semester. Professor Machala.

63s. American Political Culture. This seminar explores the forces that shape contemporary political culture in the United States. We will study how popular culture reflects and has impact upon political representation, strategies of governance, and processes of policy. We will do so by studying artifacts of culture—films, television programs, music—and various methods of the interpretation of these artifacts from the fields of cultural studies, communication and political theory. This course can be used to fulfill the department seminar requirement.

Requisite: One of Political Science 18, 21, 33, 34, 41, 42, 51, or 59. Admission with consent of the instructor. Second semester. Professor Dumm.

64. Seminar on International Security Politics. An intensive investigation of current themes in international security politics, with particular emphasis on the central role played by the United States in this arena. We will begin by examining the domestic and international debate over what sort of role the United States

should play as the world's "sole superpower." We will then consider various aspects of U.S. policy and practice regarding international security affairs, including U.S.-Russian arms control agreements, U.S.-China relations, nuclear proliferation, the conventional arms trade, "rogue" states, NATO expansion, regional security (especially in the Middle East and the Asia-Pacific), U.N. peace-keeping, and ethnic conflict. Students will be expected to discuss and debate these policy issues in class and to prepare a research paper on some aspect of contemporary security politics.

Limited to 20 students. Second semester. Omitted 1999-00.

65s. States of Poverty. (Also Women's and Gender Studies 65s.) In this course the students will examine the role of the modern welfare state in people's everyday lives. We will study the historical growth and retrenchment of the modern welfare state in the United States and other Western democracies. The course will critically examine the ideologies of "dependency" and the role of the state as an agent of social control. In particular, we will study the ways in which state action has implications for gender identities. In this course we will analyze the construction of social problems linked to states of poverty, including hunger, homelessness, health care, disability, discrimination, and violence. We will ask how these conditions disproportionately affect the lives of women and children. We will take a broad view of the interventions of the welfare state by considering not only the impact of public assistance and social service programs, but the role of the police, family courts, therapeutic professionals, and schools in creating and responding to the conditions of impoverishment. The work of the seminar will culminate in the production of a research paper and students will be given the option of incorporating field work into the independent project. This course fulfills the requirement for an advanced seminar in Political Science.

Requisite: One of Political Science 11, 18, or 21, Women's and Gender Studies 11, or consent of the instructor. Limited to 20 students. Second semester. Professor Bumiller.

67. Studies in Statesmanship: Abraham Lincoln. This seminar will study the statesmanship of Lincoln, and it will weave together two strands, which accord with different parts in the understanding of the statesman. First, there is the understanding of the ends of political life and the grounds of moral judgment. Here, we would consider Lincoln's reflection on the character of the American republic, the principles that mark a lawful regime, and the crisis of principle posed in "the house divided." But second, there is the understanding drawn from the actual experience of politics, the understanding that informs the prudence of the political man as he seeks to gain his ends, or apply his principles, in a divided community, by reconciling interests and forming the bonds of a political party. The main materials will be supplied by the writings of Lincoln: the speeches, the extended debates with Stephen Douglas, the presidential messages and papers of State. The problem of his statesmanship will be carried over then to his exercise of the war powers, his direction of the military, and his conduct of diplomacy. This course fulfills the requirement of an advanced seminar in Political Science.

Limited enrollment. Admission with consent of the instructor. Requisite: One of Political Science 23, 41, 42, 18 or 49. First semester. Omitted 1999-00. Professor Arkes.

68. Globalization, Social Movements and Human Rights. (Also Women's and Gender Studies 68.) This seminar will explore the changing trajectories of social movements amidst economic, political and cultural globalization. Paradoxically, globalization has simultaneously fueled social movements and presented them

with new problems which threaten their achievements. Social movements have organized in opposition to the environmental destruction, increased class inequalities and diminished accountability of nation states that have often been associated with the global spread of capitalism. Globalization from above has given rise to globalization from below as activists have organized transnationally, employing new technologies of communication and appealing to universal principles of human rights. However, in organizing transnationally and appealing to universal principles, activists may find their energies displaced from local to transnational arenas, from substantive to procedural inequalities, and from grass roots activism to routinized activity within the judicial process. We will examine these issues in the context of women's movements, environmental movements, and democracy movements in several regions of the world. We will consider the extent to which globalization heightens divisions between universalistic and particularistic movements or contributes to the creation of a global civil society which can protect and extend human rights. This course fulfills the requirement of an advanced seminar in Political Science.

Requisite: One of Political Science 20, 26, 31, 39, 47, 48, or 70. Limited enrollment. Second semester. Omitted 1999-00. Professor Basu.

69. Transitions to the Market and Democracy in Latin America. In the 1980s, an unprecedented process of change began in Latin America: nations turned toward democracy and the market. This seminar explores the literature on regime and economic change and, at the same time, encourages students to think about ways to study the post-reform period. The seminar begins by looking at the situation prior to the transition: the sources of Latin America's over-expanded state, economic decay, political instability, and democratic deficit. The seminar then focuses directly on the processes of transition, paying particular attention to the challenges encountered. It explores, theoretically and empirically, the extent to which democracy and markets are compatible. The seminar then places Latin America's process of change in a global context: comparisons will be drawn with Asian and post-Socialist European cases. The seminar concludes with an overview of current shortcomings of the transition: Latin America's remaining international vulnerability (the Tequila Crisis of 1995 and the Asian Flu of 1997), the rise of crime, drug trade, and neopopulism, the cleavage between nationalists and internationalists, the prospects for further deepening of reforms.

Requisite: Some background in the economics and politics of developing countries. Limited enrollment, with the consent of the instructor. First semester. Professor Corrales.

70f. Contemporary Capitalism: Domestic and Global Perspectives. In a passage of the *Manifesto of the Communist Party* Marx and Engels wrote that the "[C]onstant revolutionizing of production, uninterrupted disturbance of all social conditions, everlasting uncertainty and agitation distinguish the bourgeois epoch from all earlier ones. All fixed, fast-frozen relations ... are swept away, all new-formed ones become antiquated before they can ossify. All that is solid melts into air, all that is holy is profaned. ..." Is this image of capitalism still relevant or is contemporary consumerist capitalism a fundamentally different social formation?

If one only looks at the business section of the daily newspaper, one easily could be convinced that the present world is increasingly global, interdependent, and culturally homogeneous, that states' borders are increasingly porous, that corporate forces are steadily making the world into a single global market, and that humanity is being pressed into one commercially homogeneous theme park. However, if one only focuses on the front pages of the daily paper, one

could equally be convinced of just the opposite: that the world is increasingly driven by civil wars, disintegration of state structures, as well as by the unqualified tribalization of humanity. Our seminar will explore the location of these tendencies of "postmodern" capitalism within the context of critical social theory.

The main themes we will discuss include the contradictory character of globalization and fragmentation, the paradoxical relationship between neoliberalism and post-structuralism, the homogeneity of capital and heterogeneity of labor, the "bloody" politics of identity, and the "bloodless" politics of class interests. This course fulfills the requirement for an advanced seminar in Political Science.

Requisite: One of Political Science 20, 22, 25, 26, 61, 65, 68, 69, or their equivalent. Limited enrollment. First semester. Omitted 1999-00. Professor Machala.

D77, 78. Senior Departmental Honors. Totaling three full courses, usually a double course in the fall and one regular course in the spring.

Open to Seniors who have satisfied the necessary requirements. First and second semesters. The Department.

97, 98. Special Topics.

First and second semesters.

RELATED COURSES

Murder. See Law, Jurisprudence and Social Thought 20.

Second semester. Professor Sarat.

The Rhetoric of Law: Proof and Persuasion in the Legal Process. See Law, Jurisprudence and Social Thought 30.

Second semester. Omitted 1999-00. Professor Sarat.

Personality and Political Leadership. See Colloquium 14.

Limited enrollment. Admission with consent of the instructors. Second semester. Omitted 1999-00. Professors Demorest and W. Taubman.

U.S. Foreign Policy Under Clinton. See Colloquium 18.

Not open to first-year students. Limited to 20 students. Second semester. Omitted 1999-00. Professors Levin and Machala.

PREMEDICAL STUDIES

Amherst College has no premedical major. Students interested in careers in medicine may major in any subject, while also completing medical school course requirements. Entrance requirements for most medical schools will be satisfied by taking the following courses: Mathematics 11, or Mathematics 5 and 6; Chemistry 11 or 15, and Chemistry 12, 21, and 22; Physics 16 and 17, or Physics 32 and 33; and Biology 18 and 19. Students interested in medicine or other health professions are supported by Dean Carolyn Bassett, the Health Professions Advisor in the Career Center and by a faculty Health Professions Committee chaired by Professor Stephen George. All students considering careers in medicine should read the *Amherst College Guide for Premedical Students*, which has extensive information about preparation for health careers and suggestions about scheduling course requirements. Copies are available in the Career Center, or the Guide may be consulted electronically on the College's website under Career Center.

PSYCHOLOGY

Professors Aries, Olver (Chair), Raskin†, and Sorenson*; Associate Professor Demorest*; Assistant Professors Hart* and Sanderson; Visiting Assistant Professors Brown and Turgeon.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology. In order to ensure a comprehensive view of the discipline the department requires both vertical structure and breadth. Vertical structure will be achieved by the requirement of introductory and intermediate courses as well as an upper-level seminar. Breadth will be achieved by the requirement of a range of intermediate courses and the recommendation of elective specialized courses. On occasion in consultation with the department a student may include one course in a closely allied field in a major program.

The required introductory courses include Psychology 11, 12 or 26, and 22. It is strongly advised that these courses be taken on the Amherst campus. Additionally students must choose one course from at least two of the following groups of intermediate-level courses:

- Area 1: Developmental (Psych 27), Adolescence (Psych 32), Aging (Psych 36).
- Area 2: Social (Psych 20), Personality (Psych 21), Abnormal (Psych 28).
- Area 3: Physiological (Psych 26).
- Area 4: Cognitive (Psych 33), Perception (Psych 38).

All students must choose one upper-level seminar that will have as a prerequisite an intermediate-level course. Seminars may be chosen from the following courses: Psychobiology of Stress (Psych 52), Study of Lives (Psych 53), Close Relationships (Psych 54), Hormones and Behavior (Psych 59), Developmental Psychobiology (Psych 60), Psychopharmacology (Psych 61), Psychology and the Law (Psych 63), and Cognitive Development (Psych 64).

The recommended specialized electives include: Drugs, the Brain, and Behavior (Psych 15), Sex Role Socialization (Psych 40), Social Psychology of Race (Psych 44), Health Psychology (Psych 47), and Personality and Political Leadership (Colloquium 14).

Departmental Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of a study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before pre-registration in the second semester of the junior year.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry regarding the origins, variability, and change of human behavior. As such, the course focuses on the nature-nurture controversy, the processes associated with cognitive and emotional development, the role of personal characteristics and situational conditions in shaping behavior, and various approaches to psychotherapy.

First semester. Professor Brown.

11s. Introduction to Psychology. Same description as Psychology 11.

Second semester. Professor Sanderson.

*On leave 1999-00.

†On leave second semester 1999-00.

12f. Psychology as a Natural Science. This course will examine the utility of animal models for developing an understanding of human behavior. Primary emphasis will be placed on the contribution made by the psychobiological perspective to the understanding of human psychiatric disorders.

First semester. Professor Turgeon.

12. Psychology as a Natural Science. Same description as Psychology 12f.

Second semester. Omitted 1999-00. Professor Sorenson.

15. Drugs, the Brain, and Behavior. In this course, we will examine the ways in which drugs act on the brain to alter behavior. Students will be introduced to basic principles of brain function and mechanisms of drug action in the brain. We will discuss a variety of legal and illegal drugs, from alcohol and caffeine to marijuana and LSD. We will consider their past and present use, their mechanisms of action, the behavioral manifestations of their use, and the nature of efforts to prevent or treat their abuse. We will also explore a number of issues related to the role of drugs in society, including marketing, legalization, crime, and treatment efforts.

First semester. Omitted 1999-00. Professor Turgeon.

20f. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Topics include person perception, attitude change, interpersonal attraction, conformity, altruism, group dynamics, and prejudice. In addition to substantive issues, the course is designed to introduce students to the appropriate research data analysis procedures.

Requisite: Psychology 11. Limited to 40 students. First semester. Professor Sanderson.

20. Social Psychology. Same description as Psychology 20f.

Requisite: Psychology 11. Limited to 40 students. Second semester. Professor Brown.

21. Personality. A consideration of theory and methods directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving. These theories will also be applied to case histories to examine their value in personality assessment.

Requisite: Psychology 11. Limited to 40 students. First semester. Lecturer Frantz of the University of Massachusetts.

22f. Statistics and Experimental Design. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. First semester. Professor Ariès.

22. Statistics and Experimental Design. Same description as Psychology 22f.

Second semester. Professor Brown.

26. Physiological Psychology. A broad-based introduction to the neural bases of animal and human behavior. Included are topics such as sensory and motor processes, motivation and emotion, and learning and memory. Three class hours and three hours of laboratory work per week.

Requisite: Consent of the instructor (Psychology 22 recommended). Limited to 40 students. Second semester. Professor Turgeon.

27. Developmental Psychology. A study of human development across the life span with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11 or 12. First semester. Professor Olver.

27s. Developmental Psychology. Same description as Psychology 27.

Requisite: Psychology 11 or 12. Second semester. Omitted 1999-00. Professor Olver.

28. Abnormal Psychology. This course will examine models for understanding and treating abnormal phenomena. We will begin with a case study of the phenomenon of hysteria which initiated the psychogenic approach to mental disorder 100 years ago and then study the psychodynamic, behavioral, and cognitive approaches to anxiety disorders and depression. Particular attention will be paid to methods of examination, from qualitative clinical case studies to quantitative laboratory experiments.

Requisite: Psychology 11 or 12. Second semester. Professor Halgin of the University of Massachusetts.

32. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. Limited enrollment. Second semester. Professor Aries.

33s. Cognitive Psychology. This course will evaluate the current conception of the mind as an information processing device. Evidence for this model will be taken from studies of normal and brain-injured subjects, and used to infer the underlying structure of human thought. We will focus on the human ability to acquire, store, and later utilize new information. Discussions will consider the nature of memory, different memory systems, coding and retrieval processes, practice and habit acquisition, interference and forgetting, and memory dysfunction. We will consider how we can make use of this information outside the laboratory to influence classroom learning, general memory, decision making, creativity, and problem solving.

Requisite: Psychology 11 or 12. Second semester. Professor Stillings of Hampshire College.

36. Psychology of Aging. An introduction to the psychology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of disorders of aging such as Alzheimer's disease. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Omitted 1999-00. Professor Raskin.

38. Sensation and Perception. This course will explore the methods by which information is gathered from the surrounding world through all of our sensory modalities. Basic perceptual concepts and phenomena will be discussed in terms of stimulus variables and sensory mechanisms. Emphasis will be placed on the need to study the properties of an organism's habitat in order to understand its perceptual systems. The course will consider applications of perceptual theory outside the laboratory, including fields of advertising, medicine, human factors design, reading, virtual reality, and visual art.

Requisite: Psychology 11 or 12. Second semester. Omitted 1999-00.

40f. Sex Role Socialization. An examination of the processes throughout life that produce and maintain sex-typed behaviors. The focus is on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 or 12 and consent of the instructor. Limited to 20 students. First semester. Professor Olver.

40. Sex Role Socialization. Same description as Psychology 40f.

Requisite: Psychology 11 or 12 and consent of the instructor. Limited to 20 students. Second semester. Omitted 1999-00. Professor Olver.

44. The Social Psychology of Race. An interdisciplinary investigation of the social psychology of race in the United States examining the nature and causes of racial stereotypes, prejudice, and discrimination. We will discuss alternatives to more traditional cognitive approaches that regard stereotyping primarily as a bias produced by the limits of individual processing. While grounded in social psychological theory, we will examine the emergence of race as an important social variable resulting from the interplay of various socio-historical forces. Readings will range from scientific journal articles to personal and intellectual accounts by some key figures in race research including G. Allport, W.E.B. Du Bois, N. Lemann, J.H. Stanfield, S. Steele, and C. West.

Requisite: Psychology 11. Limited to 30 students. Second semester. Omitted 1999-00. Professor Hart.

47. Health Psychology. An introduction to the theories and methods of psychology as applied to health-related issues. We will consider theories of reasoned action/planned behavior, social cognition, and the health belief model. Topics will include personality and illness, addictive behaviors, psychoneuroimmunology, psychosocial factors predicting health service utilization and adherence to medical regimens, and framing of health-behavior messages and interventions.

Requisite: Psychology 11 or 12. Limited to 30 students. First semester. Professor Sanderson.

52. The Psychobiology of Stress. This course will explore the phenomenon of stress, its physiological and psychological correlates, and strategies for reducing its untoward consequences. We will begin by considering alternative views of the nature of stress, focusing on the difficulty of objectively describing the characteristics of environmental "stressors." Then we will review the neuroendocrine concomitants of stress and evaluate the role of stress in the etiology of disorders of health and

behavior. Next we will explore the basis of individual differences in stress responding, including the possible origins of "Type A" versus "Type B" personality characteristics. Then we will turn to efforts to prevent or reduce stress and to attenuate anxiety, a psychological correlate of stress. We will evaluate efforts to develop animal models of anxiety, efforts to determine the neural substrates of this emotional state, and efforts to develop pharmacological and behavioral treatments for stress and anxiety. Finally we will consider evidence suggesting that drug addiction involves the self-administration of pharmacological agents to alleviate stress or anxiety.

Requisite: Psychology 12 or 26. Limited to 15 students. Second semester. Omitted 1999-00. Professor Sorenson.

53s. The Study of Lives. This course will examine what can be learned about individuals through analysis of their narrative imagery. We will study narratives generated in response to a standard psychological test (e.g., the Thematic Apperception Test) as well as those which are more freely generated (e.g., autobiographical reports). Class work will focus on a close reading of narrative imagery in order to identify the dominant patterns of emotions, motivations, and cognitions which reflect the way an individual experiences his/her life. We will also consider the place of the study of individual lives in a field that has been dominated by a paradigm in which hypotheses are tested by collecting quantitative data from large numbers of subjects in experimental contexts.

Requisite: Psychology 21. Limited to 15 students. Second semester. Omitted 1999-00. Professor Demorest.

54. Close Relationships. An introduction to the study of close relationships using social-psychological theory and research. Topics will include interpersonal attraction, love and romance, sexuality, relationship development, communication, jealousy, conflict and dissolution, selfishness and altruism, loneliness, and therapeutic interventions. This is an upper-level seminar for the major requirement which requires intensive participation in class discussion and many written assignments.

Requisite: Psychology 20 or 21. Open to Juniors and Seniors. Admission with consent of the instructor. Limited to 15 students. Second semester. Professor Sanderson.

55. Stereotyping and Prejudice. This course will cover basic issues relevant to stereotyping and prejudice, drawing on social, cognitive, and personality approaches to psychology. Topics will include the motivational bases of prejudice and stereotyping, personality variables, cognitive mechanisms, and the targets of stereotypes. The course will culminate in the preparation of original research proposals.

Requisite: Psychology 20. Limited to 15 students. First semester. Professor Brown.

59. Hormones and Behavior. This course will analyze how hormones influence the brain and behavior. We will focus on the role gonadal hormones play in animal behaviors such as aggression and sex and consider whether these hormones greatly influence human behaviors. Sexual orientation, maternal behavior, cognitive abilities, the menopause, etc., will be addressed from the point of view of science and from a social, historical and cultural perspective. Students must have a strong science background; knowledge of biology or neuroscience is preferred.

Admission with consent of the instructor. Limited to 15 students. First semester. Professor Turgeon.

60. Developmental Psychobiology. A study of the development of brain and behavior in mammals. The material will cover areas such as the development of neurochemical systems, how the brain recovers from injury, and how early environmental toxins influence brain development. Emphasis will be placed on how aberrations in the central nervous system influence the development of behavior.

Requisite: Psychology 26. Limited to 20 students. Second semester. Omitted 1999-00. Professor Raskin.

61. Psychopharmacology. An introduction to the pharmacological analysis of behavior. Major emphasis will be placed on the actions of drugs on the central nervous system and consequently on behavior, and on the use of drugs in animal experimentation as a powerful analytical tool.

Requisite: Psychology 26 and consent of the instructor. Limited enrollment. Not open to first-year students. First semester. Omitted 1999-00. Professor Sorenson.

63. Psychology and the Law. Psychology strives to understand (and predict) human behavior. The law aims to control behavior and punish those who violate laws. At the intersection of these two disciplines are questions such as: Why do people obey the law? What are the most effective means for punishing transgressions so as to encourage compliance with the law? The idea that our legal system is the product of societal values forms the heart of this course. We will repeatedly return to that sentiment as we review social psychological principles, theories, and findings addressing how the principal actors in legal proceedings affect each other. We will survey research on such topics as: criminal versus civil procedure, juror selection criteria, juror decision making, jury size and decision rule, the death penalty, insanity defense, and eyewitness reliability. To a lesser degree the course will also consider (1) issues that arise from the impact of ideas from clinical psychology and other mental-health related fields upon the legal system, and (2) the impact that the legal system has had upon the field of psychology.

Requisite: Psychology 20 and consent of the instructor. Limited to 15 students. First semester. Omitted 1999-00. Professor Hart.

64. Cognitive Development. How do infants make sense of the world around them? How do young children develop the ability to understand and use language? What do infants learn from interactions with other people? When and how do infants become aware of themselves? Through readings of original sources and periodic laboratory projects, this seminar will consider these and other questions about the early years of human development. Although an emphasis will be placed on the first years of life, the course will also examine studies of school-age children. In addition to considering the educational and clinical applications of this research, we will discuss how it enables a better understanding of adult cognition.

Requisite: Psychology 27, 33, 38 or consent of the instructor. Limited to 15 students. Second semester. Omitted 1999-00.

77, 78 or D78. Senior Departmental Honors. Open to Senior majors in Psychology who have received departmental approval. First and second semesters.

97, H97; 98, H98. Special Topics. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Open to Juniors and Seniors with consent of the instructor. First and second semesters.

RELATED COURSE

Personality and Political Leadership. See Colloquium 14.

Limited enrollment. Admission with consent of the instructors. Second semester. Omitted 1999-00. Professors Demorest and W. Taubman.

RELIGION

Professors Doran, Niditch, and Wills*; Professor Emeritus Pemberton; Associate Professors Elias and Gyatso (Chair); Assistant Professor Irwin.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program. Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

Majors in Religion are required to take Religion 11s, "Introduction to Religion," Religion 64, "Theories of Religion," and six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. Rather, the emphasis will be on students' abilities to use what they have learned in order to think critically about general issues in the field.

Departmental Honors Program. Honors in Religion shall consist of Religion 11s, Religion 64, and the thesis courses, Religion 77 and D78, plus five additional semester courses in Religion or related studies approved by the Department; sat-

*On leave 1999-00.

isfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11s. Introduction to Religion. This course introduces students to the comparative study of religion by focusing on a major theme within two religious traditions. Traditions and topics to be explored will vary from year to year. In 1999-2000, the course will examine the interrelated themes of discipline and indulgence in Buddhism and Christianity. Our work will address the central role of disciplinary codes and courses of training in Buddhist and Christian religious life. A primary aim will be to describe the dynamics between spiritual disciplines and the moments when disciplines are deliberately suspended, indulging what seem to be the very forces disciplines had sought to control. Topics for consideration include: monastic vows; purity regimens; celibacy and other kinds of ascetic denial; confession and self-consciousness; meditation techniques; and sexual yogas. We will also examine broader kinds of training involved in the memorization of doctrine; sectarian loyalty and disputes; conceptions of the ethical; and the rhetoric of release from all discipline that is found in accounts of salvation and enlightenment. How do religious restrictions contribute to the ways that members of that tradition see the world? At what point, if ever, are regulations left behind? What differences can we notice between Buddhist and Christian answers to these questions, and to what can we attribute such differences?

Second semester. Professors Gyatso and Irwin.

13. Popular Religion. Religions, ancient or modern, are sometimes described as having two modalities or manifestations: the one institutional, of the establishment, the other, popular. The latter is sometimes branded as superstitious, idolatrous, syncretistic, heretical, or cultish. Yet we have come to realize that "popular" religion is frequently the religion of the majority, and that popular and classical threads tend to intertwine in religions as lived by actual adherents. People often express and experience their religiosity in ways related to but not strictly determined by their traditions' sacred officials, texts, and scholars. In the modern era, mass media have provided additional means of religious expression, communication, and community, raising new questions about popular religion. In this course we will explore examples from ancient and modern times, seeking to redefine our understanding of popular religion by looking at some of the most interesting ways human beings pursue and share religious experience within popular cultural contexts.

Topics for study include: ancient Israelite traditions concerning the dead; early Jewish omen texts; televangelist movements; modern apocalyptic groups such as Heaven's Gate; and recent films, television programs, and role-playing games rich in the occult or the overtly religious.

First semester. Professors Irwin and Niditch.

17s. The Islamic Religious Tradition. This course examines Islamic religious beliefs and practices from the origins of Islam to the present, stressing Islamic religious ideas, institutions and personalities. Central issues—such as Islamic scripture and traditions, law and theology, sectarianism and mysticism—and the variety of Islamic understandings of monotheism, prophethood, dogma, ritual and society will be the focus of the course. The course will explore wider questions of the nature of religion and religious identity through a study of the tensions between elite and popular culture and over gender, ethnicity and political identity.

Second semester. Omitted 1999-00. Professor Elias.

21. Ancient Israel. This course explores the culture and history of the ancient Israelites through a close examination of the Hebrew Bible in its wider ancient Near Eastern context. A master-work of great complexity revealing many voices and many periods, the Hebrew Bible or Old Testament is a collection of traditional literature of various genres including prose and poetry, law, narrative, ritual texts, sayings, and other forms. We seek to understand the varying ways Israelites understood and defined themselves in relation to their ancestors, their ancient Near Eastern neighbors, and their God.

First semester. Omitted 1999-00. Professor Niditch.

22. Christian Scriptures. An analysis of New Testament literature as shaped by the currents and parties of first-century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.

Second semester. Omitted 1999-00. Professor Doran.

23s. Buddhism in Theory and Practice. This course explores the central ideas and practices of Buddhism through a literary, philosophical, and historical study of its principal texts. We focus first on Indian Buddhist notions on the self (or "no-self"), human emotion, karma, meditative practices, the nature of suffering and bondage, and the possibility of liberation. This is followed by a study of Buddhist ethics and lifestyles, from early Buddhist monasticism, to the Mahayana emphasis on lay life and compassion, to the radical Tantric recognition of liberation even within human sexuality and attachment. In the latter part of the course, we will explore several special movements in Buddhism, including the paradoxical discourse and practice of the East Asian Zen tradition, and recent social activism among South Asian and Tibetan nuns and monks in political upheavals and ecological movements.

Second semester. Professor Gyatso.

24. Muhammad and the Qur'an. This course will examine two phenomena central to Islam as a religion—the Qur'an and the life and prophetic career of Muhammad—from a variety of perspectives. Muhammad's biography and legacy will be studied in order to understand the degree to which it has influenced the development of Islamic belief, ritual and popular imagination. The Qur'an will be studied through its content, its origins, and the impact it has had on the development of Islam. Topics which are directly relevant to the wider study of religion covered in this course include the concept of scripture and textual canonization, the relationship between written scripture and oral history, the religious uses of art and literature, and the ambivalence of many traditions, including Islamic ones, toward iconography.

Limited to 22 students. Second semester. Professor Elias.

25. Tibetan Religion. The aim of this course is twofold: to explore the full range of religion that has been preserved in the Central Asian state of Tibet; and to consider the ways that preliterate religious practices and ideas can influence the massive literary and institutional apparatus of a world religion such as Buddhism, which was brought to Tibet from India and other parts of Asia in the seventh century C.E. The result was the distinctive blend still evident in Tibetan Buddhism in the twentieth century, in which are fostered—often side by side—such seeming oppositions as the generous ethics of Mahayana compassion and a slew of black magic rituals of suppression and control; strict monastic institutions and the excesses of tantric sexual rites; metaphysical monism and a bewildering horde of buddhas, spirits, and demons; encyclopedic learning and antinomian abandon; austere hermits and lavishly enthroned hierarchs; the self-reliant doctrine of karma and a pervasive reliance on the psychopomp's

after-death rituals. While the pre-Buddhist influence on current Tibetan religion has systematically been denied by traditional authorities and often ignored by modern scholars, it will be the thesis of this class that one can only understand the distinctive forms of Buddhism produced in Tibet—including its reincarnational system, the unprecedented importance of tantra at every level of society, its highly individualistic culture of self-assertion, and the theocracy of the Dalai Lamas—as hybrid products, as much indebted to their non-Buddhist Central Asian roots as they are to Tibet's Indic and Chinese Buddhist imports. The course will introduce the student to basic Buddhist traditions and to Tibetan culture; no prior training is necessary.

First semester. Professor Gyatso.

30. Buddhist Women and Representations of the Female. (Also Women's and Gender Studies 19s.) This course explores three interrelated subjects: (1) Buddhist conceptions concerning the female gender. The primary sources for this question are the Buddhist tantras, where for the first time there appear the dakini "sky-walker"/trickster/buddhas, and there is developed an elaborate soteriology and practice involving sexuality. Also relevant are a series of sutra passages in which the nature of female enlightenment is debated, as is the nature of gender as such. (2) The lifestyles and self-conceptions of historical Buddhist women, focusing upon autobiographical writings by Buddhist women, and accounts of modern nuns involved in reform movements and political struggles in Asia. We will also look at the subversive teaching strategies of women teachers, hags, and other characters (putatively historical) in the biographies of Buddhist men. (3) Buddhist philosophy of language and its relation to Buddhist representations of the female, both of which issues will be studied in conjunction with the writings of Western feminist thinkers on language and semiotics, such as Butler, Kristeva and Cixous. In this context, we will explore the significance and practice of the "twilight language of the dakinis," cited widely in the tantras, "revelatory" writings, and biographical literature.

Limited enrollment. Second semester. Omitted 1999-00. Professor Gyatso.

38f. Folklore and the Bible. This course is an introduction to the cross-discipline of folklore and an application of that field to the study of Israelite literature. We will explore the ways in which professional students of traditional literatures describe and classify folk material, approach questions of composition and transmission, and deal with complex issues of context, meaning, and message. We will then apply the cross-disciplinary and cross-cultural methodologies of folklore to readings in the Hebrew Scriptures. Selections will include narratives, proverbs, riddles, and ritual and legal texts. Topics of special interest include the relationships between oral and written literatures, the defining of "myth," feminism and folklore, and the ways in which the biblical writers, nineteenth-century collectors such as the Brothers Grimm, and modern popularizers such as Walt Disney recast pieces of lore, in the process helping to shape or misshape us and our culture.

First semester. Professor Niditch.

39s. Women in Judaism. (Also Women's and Gender Studies 39s.) A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal (*halakic*) and non-legal (*aggadic*) material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and non-fiction concerning the woman in modern Judaism. Employing an inter-disciplinary and cross-cultural approach, we will examine not only the actual roles played by

women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

Second semester. Professor Niditch.

40. Prophecy, Wisdom, and Apocalyptic. We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and, finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century of the Common Era.

Second semester. Professor Niditch.

41. Reading the Rabbis. We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an interdisciplinary methodology which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

First semester. Omitted 1999-00. Professor Niditch.

45s. History of Christianity—The Early Years. This course deals with issues which arose in the first five centuries of the Christian Church. We will examine first how Christians defined themselves vis-à-vis the Greek intellectual environment, and also Christian separation from and growing intolerance towards Judaism. Secondly, we will investigate Christians' relationship to the Roman state both before and after their privileged position under Constantine and his successors. Thirdly, the factors at play in the debates over the divinity and humanity of Jesus will be examined. Finally, we will look at the rise and function of the holy man in late antique society as well as the relationship of this charismatic figure to the institutional leaders of the Christian Church. Note will be taken that if it is primarily an issue of the holy *man*, what happened to the realization of the claim that "in Christ there is neither male nor female"? What too of the claim that "in Christ there is neither free nor slave"?

Second semester. Professor Doran.

46. Infinite Passions: Love in Christianity and Western Philosophy. We all want love. But what *is* love? We speak of loving a TV show, a romantic partner, God. We talk about "true love"—and by implication false loves. Where does love come from, what are its limits, and why does the fulfillment we seek in love so often elude us? How is love related to sexual desire and bodily pleasure? To knowledge and moral judgment? Are there many loves, or is all love one in essence?

For both Christians and non-Christians in the modern West, ways of responding to these questions (and language for framing the questions in the first place) have been decisively shaped by theological discourse. The Christian tradition affirms love as the supreme value. Yet this seemingly clear commitment has sparked ongoing uncertainties, as the tradition has sought to define the particularities of Christian love, and to regulate the relationship between this love and more mundane forms of affection, devotion, and desire. Recent philosophers of love attempting to operate outside the Christian framework have struggled to adapt or subvert a theologically charged vocabulary.

This course will explore important theological and philosophical treatments of love, examining and comparing influential interpretations of the nature of love and its place in human life. Sources will include classic theological voices such as Augustine and Luther; the texts and practices of medieval and Counter-Reformation mystics; and modern theologians and philosophers of love, including Freud, C.S. Lewis, Gilles Deleuze, and contemporary feminist authors.

Second semester. Professor Irwin.

48f. Christianity and Modernity: Religion and Anti-Religion in the Disenchanted World. Sociologist Max Weber has described the emergence of the modern West as a process of rationalization and secularization, a progressive "disenchantment" of the world. As this process has unfolded, Christianity has been attacked both directly and obliquely by those who see it as incompatible with scientific rationality and the human aspiration to freedom. In response, some Christian thinkers have sought common ground between Christianity and modernity, while others have maintained that Christianity offers a prophetic critique of modernity's own intellectual and political flaws. We will trace the conflicted relationship between Christianity and modern Western culture through the work of influential thinkers including Descartes, Kant, Kierkegaard, Nietzsche, Freud, Tillich, and contemporary feminist and Liberation theologians.

First semester. Omitted 1999-00. Professor Irwin.

50. Images of Jesus. One of the most dominant symbols in Western culture, the figure of Jesus, has been variously represented and interpreted—even the canonical Christian Scriptures contains four different biographies. This course will explore shifts in the contours of that symbol and the socio-cultural forces at play in such changes, as well as debates about the understanding of the figure of Jesus. Beginning with recent films about Jesus, the course will turn to examine the biographies in the Christian Scriptures and the heated debate in the fourth century over the identity of Jesus as Son of God. We will then trace trajectories through the medieval period in the visual and audial image of Jesus. To conclude, we will focus on the "social" Jesus, that is, Jesus the capitalist and the Jesus of liberation theology, as well as on the feminine Jesus, for example, portrayals of Jesus as mother and bride.

Second semester. Professor Doran.

53. Sufism. This seminar explores mystical experience and philosophy through an inquiry into the Islamic movement called Sufism. The course examines Sufism from several directions: it surveys individual mystics and Sufi martyrs; studies the social organization of Sufi communal life and religious practice; explores the symbolism of mystical poetry; analyzes the ideas of prominent Sufi philosophers; and traces the development of Sufism in Africa and India. The narrow goal of the course is to understand the spiritual dimensions of Islamic religious leadership and the variety of its manifestations in the intellectual life, social organizations, and regional diversification of the Islamic world. The wider goal is to gain an understanding of the nature of religious experience and the role of communal and individual dimensions of mysticism within this religious experience.

First semester. Professor Elias.

55. Islam in the Modern World. The purpose of the course is to achieve an understanding of events occurring in the Islamic world by studying how Muslims view themselves and the world in which they live. Beginning with a discussion of the impact of colonialism, we will examine Islamic ideas and trends in the late colonial and post-colonial periods. Readings will include religious, political,

and literary writings by important Muslim figures. Movements, events and central issues will be examined in the context of modern nation states (Egypt, Iran, Pakistan, Saudi Arabia, Turkey and the U.S.). A main objective of the course is to dig beneath the image of a seamless, unified Islam and see the diversity with which Islamic religiosity is manifested, as well as to examine the various ways in which Muslims negotiate their relationships with the modern world.

First semester. Professor Elias.

56. Women and Islamic Constructions of Gender. (Also Women's and Gender Studies 56.) The focus of this course is on the lives of contemporary Muslim women, the factors informing constructions of gender in the Islamic world, and the role played by questions of women's status in modern Islamic religion and society. We will begin by briefly examining the status and images of women in classical Islamic thought, including themes relating to scripture, tradition, law, theology, philosophy and literature. The second section of the course will focus on contemporary Muslim women in a number of different cultural contexts from Morocco to Bangladesh and the United States in order to highlight a variety of issues significant for contemporary Muslim women; veiling and seclusion, kinship structures, violence, health, feminist activism, literary expression, etc. The final section of the course will deal with an exploration of Muslim feminist thought, which we will attempt to place in dialog with western feminism with the hope of arriving at a better understanding of issues related to gender, ethics and cultural relativism. Weekly readings will include original religious texts in translation, secondary interpretations, ethnographic descriptions and literary works by Muslim women authors. These will be supplemented by feature films and documentaries to provide a visual complement to the textual materials.

Limited to 30 students. Second semester. Professor Elias.

64f. The Mirror of Religion: Theories and Methods in Religious Studies. What does religious studies study? How do its investigations proceed? Is religion something we can only study when we no longer "have" it? Or, on the contrary, can a religious worldview only truly be understood from within, by those who share its beliefs and values? Is there a generic "something" that we can properly call "religion" at all? Or are some recent scholars right in charging that the concept of religion shaped by the European Enlightenment is inapplicable to other cultural contexts? This course will explore several of the most influential efforts to develop theories of religion and methods for its study. We will consider psychological, sociological, anthropological, and phenomenological theories of religion, along with recent challenges from thinkers associated with feminist and postcolonial perspectives.

First semester. Professor Irwin.

65. Asian and African Divination: Ways of Knowing, Rituals of Healing. The course will explore systems of divination, possession, and healing in Tibet, China, and Central and West Africa, paying special attention to the interplay of verbal, visual, and performative arts. Among the cases to be studied are the Chinese *Book of Changes*; the state oracle of the Dalai Lama; Tibetan prophetic visionaries; the poison oracle of the Zande; basket divination among the Bakongo; visions of royal mediums among the Luba; mouse divination and casting Ifa in West Africa; and a variety of spirit mediums in both continents. We shall examine Western approaches to the study of divination and will be especially concerned to evaluate whether the use of the scientific method as a paradigm of

thinking has given rise to misleading comparisons and obscurations of non-Western systems of knowledge.

Not open to first-year students. Limited to 30 students. First semester. Omitted 1999-00.

67. The Millenium in European Thought. (Also European Studies 13.) See European Studies 13 for description.

First semester. Omitted 1999-00. Professor Doran.

70. Issues in Contemporary Ethics. Varying its focus from year to year, this course will consider important current problems in the field of ethics, drawing on the contributions of religious ethicists, but by no means limited to a religious agenda.

Second semester. Omitted 1999-00. Professor Irwin.

71. Eroticism, Writing, and the Sacred: The Thought of Georges Bataille. The French novelist and theorist Georges Bataille (1879-1962) is among the most unclassifiable thinkers of the twentieth century. Bataille's writings include essays in sociology and philosophy, confessional accounts of mystical experience, and pornographic novels. Bataille's views have informed modern and post-modern debates in philosophy, literary theory, cultural studies, sociology, and art history. This course will trace the major stages of Bataille's authorship, situating Bataille in relation to major figures and movements in twentieth-century European culture, including surrealism, existentialism, and poststructuralism. We will explore the complex and shifting relations among religion, transgression, eroticism, and writing in Bataille's fiction and theoretical work. All texts will be read in English translation.

Limited to 25 students. First semester. Omitted 1999-00. Professor Irwin.

72f. Issues in Buddhist Philosophy. A seminar designed for a critical examination of major questions raised in Buddhist philosophy. The seminar will center on a close reading of key passages from the *Madhyamaka* radical dialectic of Nagarjuna and Candrakirti; Dignaga's writings on language as absence (*apoha* theory); and Yogacara idealism and its critique of representation. Not only will we assess the success of these thinkers and schools within the overall Buddhist project to do philosophy without a metaphysical underpinning, we will also make our own assessment of these passages and their implications for contemporary discussions in philosophy. To stimulate our thinking for this latter question, we will read selected passages that bear upon Buddhist issues from contemporary Western philosophers, including Husserl, Heidegger, Sartre, and Derrida. In the final portion of the seminar we will consider recent Japanese attempts to write a philosophy of the body, based on Buddhist meditation theory and a variety of artistic practices.

Limited enrollment. First semester. Professor Gyatso.

77. Senior Departmental Honors. Required of candidates for Honors in Religion. Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to Seniors with consent of the instructors. First semester. The Department.

D78. Senior Departmental Honors. Required of candidates for Honors in Religion. A continuation of Religion 77. A double course.

Open to Seniors with consent of the instructors. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First and second semesters. The Department.

RELATED COURSES

Anthropological Approaches to the Study of Religion. See Anthropology 31s.
Second semester. Omitted 1999-00. Professor Babb.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.
Second semester. Omitted 1999-00. Professor Abiodun.

The Reformation Era, 1500-1660. See History 29.
First semester. Omitted 1999-00. Professor Hunt.

Church, Family and Culture in Nineteenth Century America. See History 48.
Second semester. Omitted 1999-00. Professor Saxton.

RUSSIAN

Professors Peterson†, Rabinowitz, Sandler, and J. Taubman (Chair); Associate Professor Ciepiela†; Senior Lecturer V. Schweitzer; Visiting Lecturers Babynyshev and McQuillen.

Major Program. The major program in Russian is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one discipline: literature, film, cultural studies, history, or politics. Eight courses are required for the major, including Russian 11 and one course beyond Russian 11 taught in Russian. Courses numbered 4 and above will count for the major. Normally, two courses taken during a semester abroad in Russia may be counted; H-14 and H-15 together will count as one course. Additionally, all majors must elect either Russian 21 or History 24 or an approved equivalent. Other courses will be chosen in consultation with the advisor from courses in Russian literature, culture, history and politics. Students are strongly encouraged to enroll in non-departmental courses in their chosen discipline.

Comprehensives. Students majoring in Russian must, by the end of the add/drop period in the spring of their junior year, formally define a concentration within the major. During preregistration in the spring of the junior year, they will provide a 4- or 5-page draft essay which defines the primary focus of their studies as a Russian major. Throughout this process of defining a topic of concentration, majors will have the help of their advisors. A final draft of the essay, due at the end of the add/drop period of second semester of the senior year (together with an updated statement of concentration) will be evaluated by a committee of departmental readers in a conference with the student. This, in addition to a one-hour translation exam taken in the fall of the senior year, will satisfy the comprehensive examination in Russian. These requirements will go into effect for the class of 2001.

Departmental Honors Program. In addition to the above requirements for the major program, the Honors candidate will take Russian 77-78 during the senior year and prepare a thesis on a topic approved by the Department. Students who anticipate writing an Honors essay in Russian history or politics should

†On leave second semester 1999-00.

request permission to work under the direction of Professor Peter Czap (History) or Professor William Taubman (Political Science). All Honors candidates should insure that their College program provides a sufficiently strong background in their chosen discipline.

Study Abroad. Majors are encouraged to spend a semester or a summer studying in Russia. Information about approved programs is available from Department faculty.

1. First-Year Russian I. Introduction to the contemporary Russian language. By presenting the fundamentals of Russian grammar and syntax, the course helps the student make balanced progress towards competence in oral comprehension, speaking, reading, and writing. Four meetings per week, with an additional conversation hour conducted by a native speaker.

First semester. Professor Rabinowitz and Lecturer Babynyshev.

2. First-Year Russian II. Continuation of Russian 1.

Requisite: Russian 1 or equivalent. Second semester. Professor J. Taubman and Lecturer Babynyshev.

3. Second-Year Russian I. This course stresses vocabulary building and continued development of speaking and listening skills. Active command of Russian grammar is steadily increased. Readings from authentic materials in fiction, non-fiction and poetry. Brief composition assignments. Four meetings per week, including a conversation hour conducted by a native speaker.

Requisite: Russian 2 or the equivalent. This will ordinarily be the appropriate course placement for students with 2-3 years of high school Russian. First semester. Professor Ciepela and Lecturer Babynyshev.

4. Second-Year Russian II. Continuation of Russian 3.

Requisite: Russian 3 or equivalent. Second semester. The Department.

11. Third-Year Russian: Studies in Russian Language and Culture I. This course advances skills in reading, speaking, understanding, and writing Russian, with materials from twentieth-century culture. Readings include fiction and poetry by Akhmatova, Blok, Bulgakov, Zamiatin, Tsvetaeva, Pasternak, Mandel'shtam, and Brodskii. Conducted in Russian, with frequent writing assignments and occasional grammar and translation exercises.

Requisite: Russian 4 or equivalent. First-year students with strong high school preparation (usually 4 or more years) may be ready for this course. First semester. Professor J. Taubman and Senior Lecturer Schweitzer.

12. Third-Year Russian: Studies in Language and Culture II. We will be reading, in the original Russian, works of fiction, poetry and criticism by nineteenth-century authors such as Radishchev, Pushkin, Lermontov, Gogol, Dostoevsky, Tiutchev and Chekhov. Some topics to be considered are the Russian lyric tradition; the shaping and reshaping of fictional types; and debates around the social function of literature. Conducted in Russian, with frequent writing assignments.

Requisite: Russian 11 or equivalent. Second semester. Professor Rabinowitz and Senior Lecturer Schweitzer.

H14. Advanced Intermediate Conversation and Composition. A course designed for intermediate level students who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. We will study and discuss Russian films of various genres. Two hours per week.

Requisite: Russian 11 or consent of the instructor. Second semester. Senior Lecturer Schweitzer.

H15. Advanced Conversation and Composition. A course designed for advanced students of Russian who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. We will read and stage a twentieth-century Russian play. Two hours per week.

Requisite: Russian 12 or consent of the instructor. First semester. Lecturer Babynshev.

COURSES OFFERED IN ENGLISH

16. Twentieth-Century Russian Poetry in Translation. An introduction to the world of Russia's poets, who have imagined themselves as prophet and mad pariah, lips moving in the grave, and gatherer of trash. Modern Russia's poets speak as conscience and memory, but they are threatened by silence, exile, and mockery. Some respond with a voice so shrill that no one can bear to listen, others with elegies that "kill memory, kill pain," and still others with laughter that never fully hides the pain. We will read poems by Blok, Gippius, Kuzmin, Akhmatova, Mandelstam, Pasternak, and Tsvetaeva, followed by three contemporary poets: Brodsky, Sedakova, and Shvarts. Our readings will be aided by study of the image of Russian poets in Western poetry and occasional memoir and critical writings, some by the poets themselves. All readings in English translation, with special assignments for those able to read Russian.

Second semester. Professor Sandler.

17. Strange Russian Writers. To be offered in 1999-00 as First-Year Seminar 13. We will read tales of rebels, deviants, dissidents, loners, and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, will include Tolstoy, Leskov, Platonov, Sinyavsky, Tolstaya, Petrushevskaya, Gogol, and Dostoevsky. Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals, and objects become the center of narrative attention. All readings in English translation. Frequent short writing assignments.

Limited to 25 students. First semester. Omitted 1999-00. Professor Ciepiela.

21. Survey of Russian Literature I. An exploration of the emergence of a secular Russian literary tradition in the first half of the nineteenth century. Every culture creates its own models for recording human experience; storytelling is one way of making sense of life. We will ask what shapes Russians gave their stories. What themes recur in their works and how are they treated? What is the relationship of these works to earlier Russian literature and art as well as to each other and to Western European influences? What makes many of these works both uniquely Russian and universal in their appeal? Authors to be read include Pushkin, Gogol, Lermontov, Dostoevsky, Turgenev, and Tolstoy. All readings will be in translation.

First semester. Omitted 1999-00. Professor Sandler.

22. Survey of Russian Literature II. An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian emigre literature through a reading of representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, Bunin and Nabokov. The evolution of recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth.

Second semester. Professor Rabinowitz.

23. Russian Literature in the Twentieth Century. This course will explore the different paths Russian literature has taken during this century, including modernist experimentation, socialist realism, émigré nostalgia, dissident protest, and post-Soviet searchings. A range of genres—memoirs, poetry, novels, short stories, critical essays—will be represented. Among the authors we will read are Isaac Babel, Mikhail Bulgakov, Boris Pasternak, Vladimir Mayakovsky, Marina Tsvetaeva, Osip Mandelstam, Anna Akhmatova, Evgeniia Ginzburg, Nina Berberova, Vladimir Nabokov, Andrei Bitov, and Tatyana Tolstaya. All readings will be in English translation. Two class meetings per week.

First semester. Professor Ciepiela.

24f. Twentieth-Century Russia in Literature and Film. We will study cataclysmic social change in twentieth-century Russia from a cultural-critical perspective, focusing on literature and film. Among the topics to be addressed: What cultural transformations were effected by the early Bolsheviks? How was the Revolution canonized in art and film? In what areas of Soviet life did bourgeois values persist? Why was the intelligentsia both courted and killed? What cultural myths sustained Stalin's rule? How were non-Russian nationalities culturally assimilated? How advanced was the program of socialist feminism and how did it affect women's personal and professional lives? What governs political behavior in today's "post-ideological" culture? We will consider a contemporary opera about Lenin; a socialist realist novel; essays by Trotsky, Kollontai, and Solzhenitsyn; poetry and fiction by Akhmatova, Mayakovsky, Babel, Platonov, Grekova and Rasputin; films by Vertov, Eisenstein, Dovzhenko and Muratova; and journalistic writings on such topics as the rise of Russian nationalism and the emergence of a "green" movement. All readings and discussion in English. No familiarity with Russian literature or history is assumed.

First semester. Omitted 1999-00. Professor Ciepiela.

25s. Seminar on One Writer: Vladimir Nabokov. An attentive reading of works spanning Nabokov's entire career, both as a Russian and English (or "Amero-Russian") author, including autobiographical and critical writings, as well as his fiction and poetry. Special attention will be given to Nabokov's lifelong meditation on the elusiveness of experienced time and on writing's role as a supplement to loss and absence. Students will be encouraged to compare Nabokov's many dramatizations of "invented worlds" and to consider them along with other Russian and Western texts, fictional and philosophical, that explore the mind's defenses against exile and separation. All readings in English translation, with special assignments for those able to read Russian. Two meetings per week.

Not open to first-year students. Second semester. Omitted 1999-00. Professor Peterson.

26. Gender, Identity, Russia. As the study of Russian culture opens itself to new questions about gender and identity, and as the identity of Russia itself is changing before our eyes, we will examine the ways in which notions of sex and self have changed in Russian history and across genres. How have genders and identities been imagined by heroes, narrators, poets, memoirists, fiction writers, and readers? Our readings come from works by Pushkin, Pavlova, Tolstoy, Gippius, Kollontai, Platonov, Akhmatova, Tsvetaeva, Ginzburg, Palei, Vasilenko, Petrushevskaya, and Shvarts, with some recent feminist scholarship about Russia and selected feminist theorists whose work is pertinent to questions of identity. Special attention will be paid to the boom of Russian women's writing since 1987, to the complex and long-standing hostility toward feminism among

members of the Russian intelligentsia, and to the emergence of feminist and lesbian and gay movements in the 1990s. All readings and discussion in English.

Second semester. Omitted 1999-00. Professor Sandler.

27. Fyodor Dostoevsky. Dostoevsky is read primarily as a novelist, but also as a philosopher and social thinker. We shall consider the development of Dostoevsky's art from its epistolary beginnings through the creation of new literary forms: the so-called "novel tragedy" and the polyphonic novel. Topics for discussion will include Dostoevsky's assessment of reason and utopian thought, the role of the city, Slavophilism, the meaning of freedom and atonement. Works to be read include: *Poor Folk*, *The Double*, *Notes From Underground*, *Crime and Punishment*, *Demons*, *The Brothers Karamazov*. Conducted as a seminar. Two class meetings per week.

Not open to first-year students. First semester. Professor Rabinowitz.

28. Tolstoy. Lev Tolstoy's life and writings encompass self-contradictions equaled in scale only by the immensity of his talent: the aristocrat who renounced his wealth, the former army officer who preached nonresistance to evil, the father of thirteen children who advocated total chastity within marriage, and, of course, the writer of titanic stature who repudiated all he had previously written, including *War and Peace* and *Anna Karenina*. We will read these two masterworks in depth, along with other fictional and publicistic writings (*Cossacks*, *The Death of Ivan Ilyich*, *Kreutzer Sonata*, *What Is Art?*), as we explore both the nature of his artistic achievement and his evolving views on history, the family, war, death, religion, art, and education. Conducted in English, all readings in translation, with special assignments for students who read Russian. Two class meetings per week.

Second semester. Omitted 1999-00. Professor J. Taubman.

29s. Russian and Soviet Film. Lenin declared "Cinema is the most important art" and the young Bolshevik regime threw its support behind a brilliant group of film pioneers (Eisenstein, Vertov, Kuleshov, Pudovkin, Dovzhenko) who worked out the fundamentals of film language. Under Stalin, historical epics and musical comedies, not unlike those produced in Hollywood, became the favored genres. The innovative Soviet directors of the sixties and seventies (Tarkovsky, Parajanov, Abuladze, Muratova) moved away from politics and even narrative toward "film poetry." This course will introduce the student to the great Russian and Soviet film tradition. Frequent short writing assignments. Conducted in English. Two class meetings and one or two required screenings a week.

Second semester. Professor J. Taubman.

ADVANCED LITERARY SEMINARS

43. Advanced Studies in Russian Literature and Culture I. To be offered at Amherst College. The topic changes every year. The topic for fall 1999 will be the work of the great Russian poet, Aleksandr Pushkin, in the year of his bicentennial. Pushkin spent the fall of 1830 on the Boldino estate. Those three months proved to be one of the most prolific periods of his creative life. During his time at Boldino, Pushkin worked in a variety of literary genres. He completed the novel *Eugene Onegin*, wrote poetry, short fiction, dramatic works, criticism, and many letters. During the course of the semester we will become acquainted with his work in each of these genres. The close reading of Pushkin's work from Boldino will provide students with an understanding of why Russians consider him their greatest poet. Taught entirely in Russian.

First semester. Senior Lecturer Schweitzer.

44. Advanced Studies in Russian Literature and Culture II. To be offered at Mount Holyoke College as Russian 304. The topic changes every year. This year's topic is: Mikhail Bulgakov, *Master and Margarita*. In this class we will focus on close reading and text analysis. Readings and discussion in Russian.

Second semester. Senior Lecturer Schweitzer.

77, 78. Senior Departmental Honors. Meetings to be arranged. Open to, and required of, Seniors writing a thesis.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

SPANISH

Professors Benítez-Rojo, Maraniss, and Stavans (Chair); Senior Lecturer Otaño-Benítez; Lecturer Alegre.

The objective of the major is to learn about Hispanic cultures directly through the Spanish language and principally by way of their literature and other artistic expressions.

We study literature and a variety of cultural manifestations from a modern critical perspective, without isolating them from their context. To give students a better idea of the development of the Hispanic world throughout the centuries, we expect majors to select courses on the literature and cultures of Spain, Latin America, and Latinos in the U.S. Fluent and correct use of the language is essential to the successful completion of the major. Most courses are taught in Spanish. The Department urges majors to spend a semester or a year studying in a Spanish-speaking country.

Major Program. The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

The following requirements for a major in Spanish (both *rite* and with Departmental Honors) will apply. The major will consist of a minimum of nine courses in the literatures and cultures of Spanish-speaking peoples. Majors will be expected to take one course in each of the three cultural areas encompassing the Hispanic world: Spain, Latin America, and Latinos in the USA. All courses offered by the Department above Spanish 3 will count for the major. Five of those courses must be taken from the Spanish offerings at Amherst College. Courses enrolled abroad or outside the Department will require departmental approval.

Departmental Honors Program. In addition to the major program described above, a candidate for Departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their senior year.

Combined Majors. Both *rite* and Departmental Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the Committee on Academic Standing and Special Majors, with the endorsement

and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Latin America. Plans for study abroad must be approved in advance by the Department. Guidelines are available.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in courses on Hispanic culture. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 5 or a course of equivalent level at another institution (a score of 4 in the Advanced Placement Examination).

1. Elementary Spanish 1. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Three hours a week in class, plus two hours with a teaching assistant and regular work in the language laboratory.

For students without previous training in Spanish. This course prepares for Spanish 3. First semester. Lecturer Alegre and Assistants.

1s. Elementary Spanish 1. Same description as Spanish 1.
Second semester. Lecturer Alegre and Assistants.

3. Elementary Spanish 3. A continuation of Spanish 1. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours a week in class plus one hour with a teaching assistant and regular work in the language laboratory. Prepares for Spanish 5.

For students with less than three years of secondary school Spanish who score 3 or 4 in the Advanced Placement Examination. First semester. Lecturer Alegre and Assistants.

3s. Elementary Spanish 3. Same description as Spanish 3.
Second semester. Lecturer Alegre and Assistants.

5. Language and Literature. An introduction to the critical reading of Hispanic literary texts; an intensive review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and one hour with a teaching assistant. Regular work in the language laboratory. Prepares for more advanced language and literature courses. This course counts for the major.

First semester. Senior Lecturer Otaño-Benítez and Assistants.

5s. Language and Literature. Same description as Spanish 5.
Second semester. Senior Lecturer Otaño-Benítez and Assistants.

6f. Spanish Conversation. This course will develop the student's fluency, pronunciation and oral comprehension in Spanish. We will base our discussion on current issues and on the experience of the Spanish-speaking people of Spain, Latin America, and the United States. We will deal with media information through various sources (newspapers, television, radio, video). The course will meet for three hours per week with the instructor and one hour with a teaching assistant and work at the language laboratory. This course counts for the major.

For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score of 5 in the Advanced Placement Examination). First semester. Senior Lecturer Otaño-Benítez and Assistants.

6. Spanish Conversation. Same description as Spanish 6f.

Second semester. Senior Lecturer Otaño-Benítez and Assistants.

7. Advanced Spanish Composition. Rapid review of Spanish grammar, practice in set translation and free composition in various genres. Three hours of classroom work per week. Conducted in Spanish. This course counts for the major.

Recommended for Spanish majors and honor students. For students who have completed Spanish 5 or have a score of 5 in the Advanced Placement Examination. Highly recommended for native speakers looking to improve their grammar and writing skills. First semester. Lecturer Alegre.

7s. Advanced Spanish Composition. Same description as Spanish 7.

Second semester. Lecturer Alegre.

16. Introduction to Spanish Literature. A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 5, or the equivalent in secondary school Spanish (advanced standing or a score of 5 in the Advanced Placement Examination). Second semester. Omitted 1999-00. Professor Maraniss.

17s. Introduction to Spanish-American Literature. An examination of the major literary contributions of Latin America from the indigenous *Popol Vuh* to the "post-boom" period of the 1980s and beyond. Students will be asked to place these works in a context of world literature as well as in the historical and social milieux from which they spring. An emphasis will be placed on the short story.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score of 5 in the Advanced Placement Examination). Second semester. Professor Benítez-Rojo.

22f. Discovery, Conquest, and New World Writings. An exploration of early colonial times as seen through the works of contemporary Latin American writers, film-makers, and historians of the conquest. Readings will include Alejo Carpentier's *El arpa y la sombra*, Abel Posse's *El largo atardecer del caminante*, Antonio Benítez-Rojo's *El mar de las lentejas*, Christopher Columbus's *Diario*, Bartolomé de las Casas's *Brevísima relación de la destrucción de las Indias*, Alvar Núñez Cabeza de Vaca's *Los naufragios*, Tzvetan Todorov's *The Conquest of America*. Conducted in Spanish.

First semester. Professor Benítez-Rojo.

24. Modern Spanish Literature. Readings from major writers of the Spanish generations of 1898 and 1927: Baroja, Machado, Valle-Inclán, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

Second semester. Professor Maraniss.

26. Sor Juana Ines de la Cruz and Octavio Paz. A study of Mexico's past and present through the life and oeuvre of two of its most distinguished intellectuals, a nun in colonial times (1648-1695) and a twentieth-century man of letters (1914-1998). The course will delve into the country's tumultuous political, cultural, and social history while examining the poetry, essays and autobiography of these two figures: a woman and a man, a Catholic and a secularist, a proto-feminist and a renaissance thinker and global literary ambassador. Conducted in Spanish.

Open to Juniors and Seniors or consent of the instructor. Limited to 20 students. Second semester. Professor Stavans.

29. Jorge Luis Borges. A comprehensive study of the style, originality and influence of the contemporary Argentine author (1899-1986). His essays, poetry, and fiction will be discussed in the context of Latin American and international literature. Conducted in Spanish.

Open to Juniors and Seniors or consent of the instructor. Limited to 20 students. First semester. Professor Stavans.

33. Cuban Literature and Culture. An interdisciplinary course, bringing together Cuba's social history (plantation society, the Spanish-American War, the Cuban Revolution), folklore (Afro-Cuban culture), music (havanera, danza, danzón, rumba, conga, bolero, mambo, cha-cha), art (Wilfredo Lam and others), film-making (Tomás Gutiérrez Alea and Enrique Pineda Barnet), and literature from the nineteenth century to the present (Gertrudis Gómez de Avellaneda, Cirilo Villaverde, Fernando Ortiz, Nicolás Guillén, Lydia Cabrera, José Lezama Lima, Alejo Carpentier, Severo Sarduy, Nancy Morejón, Guillermo Cabrera Infante, Zoe Valdés, and others). Extensive use of audio-visual material.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score of 5 in the Advanced Placement Examination. First semester. Professor Benítez-Rojo.

34. Ciudad de Mexico. An investigation of El Distrito Federal (i.e., Mexico City) across time and disciplines, from its Aztec foundation and the Spanish conquest through the colonial, independent, modern, and post-modern periods. The exploration will be conducted through readings of travelogues, comic-strips, chronicles, films, soap-operas, music videos, theater, novels, and historical accounts. Major figures and movements to be analyzed include Hernán Cortés, Carlos de Sigüenza y Góngora, Sor Juana Inés de la Cruz, José Joaquín Fernández de Lizardi, Martín Luis Guzmán, Los Contemporáneos, Octavio Paz, Carlos Fuentes, Fernando del Paso, La Onda, Elena Poniatowska, Paco Ignacio Taibo II, and Guadalupe Loaeza. Conducted in Spanish.

Requisite: Spanish 7. Second semester. Omitted 1999-00. Professor Stavans.

36f. Popular Culture of Hispanic America. An engaging examination of highbrow and mass culture in Mexico, Argentina, Cuba, Chile, and other countries of the Caribbean and south of the Rio Grande, from the 1930s to the present. Soap-operas, performance art, folklore, *artesanías* and native music will be discussed, as well as science fiction, detective and romance novels. Use of audio-visual materials. Conducted in Spanish.

First semester. Professor Stavans.

37. Latino Autobiography. A journey through Hispanic culture in the United States, from 1532 to the present, through the autobiographical "I" (i.e., eye). Central figures of Mexican-American, Cuban-American, Dominican, and Puerto Rican descent, as well as others with roots south of the Rio Grande, will be analyzed in their historical and artistic context, from Alvar Núñez Cabeza de Vaca to Richard Rodriguez. Special attention will be given to the role the autobiographical genre plays in shaping identity. Immigration, memory and language will be connecting themes. Students will be asked to keep a diary and produce an autobiographical narrative. Conducted in English (with Spanish subtitles).

First semester. Omitted 1999-00. Professor Stavans.

38. The Twentieth-Century Short Story in Spanish America. A study of works of the great short story writers of the twentieth century, including Horacio Quiroga, Roberto Arlt, Jorge Luis Borges, María Luisa Bombal, Felisberto Hernández, Juan Rulfo, Julio Cortázar, Carlos Fuentes, José Donoso, Gabriel

García Márquez, Isabel Allende, Cristina Peri Rossi, and others. We will examine the political and sociocultural contexts from which these works emerged, and the artistic currents which nourished them. Conducted in Spanish.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score of 5 in the Advanced Placement Examination). Second semester. Professor Benítez-Rojo.

39. Foundational Fictions. In the process of nation-building in the nineteenth and twentieth centuries, many Latin-American political, military and intellectual leaders wrote and / or called for novels that would promote unity through political and economic programs. A discussion of works by major writers, such as: Domingo Faustino Sarmiento's *Facundo* (Argentina), Jorge Isaacs' *Maria*, (Colombia), Alberto Blest Gana's *Martín Rivas* (Chile), Ignacio Manuel Altamirano's *El Zarco* (Mexico), Clorinda Matto de Turner's *Aves sin nido* (Peru), Manuel Zeno Gandía's *La charca* (Puerto Rico), José Eustasio Rivera's *La tordigüe* (Colombia), and Rómulo Gallegos' *Dorita Bárbara* (Venezuela). Conducted in Spanish.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score of 5 in the Advanced Placement Examination). First semester. Omitted 1999-00. Professor Benítez-Rojo.

40. Spanish and Latin-American Film. Because of the heterogeneity of the material, the topic will vary from year to year. The course features Luis Buñuel, his early association with the Spanish literary and artistic vanguard (Valle-Inclán, García Lorca, Dalí), his life and his work within surrealism in France, commercialism in Hollywood, exile in Mexico, and later apotheosis as an old master of European cinema. Conducted in English.

Limited to 50 students. Second semester. Omitted 1999-00. Professor Maraniss.

41. The Boom: Spanish-American Literature of the Sixties and Seventies. Recent prose works by leading Spanish-American authors will be considered both as they contribute to the tradition of Western narrative and as attempts to articulate what is perceived as a rapidly, sometimes violently, changing society. The experiments in narrative technique will thus be related to the process of making sense of the modern world. Works by Gabriel García Márquez, Carlos Fuentes, Jorge Luis Borges, Julio Cortázar, Juan Rulfo and Guillermo Cabrera Infante will be read in the original language whenever possible. Conducted in Spanish.

First semester. Omitted 1999-00. Professor Benítez-Rojo.

42. Cervantes. *Don Quixote de la Mancha* and some of Cervantes' "exemplary novels" will be read, along with other Spanish works of the time, which were present at the novel's birth. Course to be taught in two sections, one for those who will read and discuss the book in Spanish, and one in English.

Admission with consent of the instructor. Each section limited to 35 students. Second semester. Professor Maraniss.

44f. The Spanish Civil War: Art, Politics, and Violence. Sixty years ago, the Spanish Second Republic was engaged in a civil conflict that had become a holy war to the European left and right. This course will examine the effects of the war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Malraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo). Students are encouraged to read texts in the original languages whenever possible. Course

to be taught in two sections, one for those who will read and discuss the material in Spanish, and one in English.

Admission with consent of the instructor. Each section limited to 35 students. First semester. Professor Maraniss.

48. Spanish American Fiction by Women. This course will study contemporary Spanish American novels and short stories written by women. Special attention will be paid to the importance of female forms of resistance, struggle and bonding against social and economic marginalization. The course will also explore the role of women in a variety of political contexts, ranging from revolution to ideological repression. Texts by: Isabel Allende, Gioconda Belli, Rosario Ferré, Angeles Mastreta, Elena Poniatowska, Mayra Santos Febres, Ana Lydia Vega, Zoé Valdés, Luisa Valenzuela, and others. Conducted in Spanish.

Second semester. Senior Lecturer Otaño-Benítez.

49. Seventeenth Century European Theater. (Also Theater and Dance 29.) Readings of plays by Spanish, English and French playwrights of what has been, in the modern world, the great century of the stage. Works of Lope de Vega, Calderón de la Barca, Shakespeare, Molière, Racine, Webster and Wycherly. Conducted in English. Students will read plays in the original languages whenever possible.

First semester. Omitted 1999-00. Professor Maraniss.

77, D78. Senior Departmental Honors. Two single courses.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

Students interested in forming a group course on some aspect of Hispanic life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

TEACHING

Students interested in teaching and education may achieve, during their four years at Amherst, state certification in Massachusetts for positions in secondary schools. Reciprocity agreements between Massachusetts and over 30 other states permit students certified in Massachusetts to qualify for public school positions across the country. Those who wish to obtain certification for public school teaching may—as an alternative to enrolling in a Masters program after graduation—draw upon our liaison with the Psychology and Education Department at Mount Holyoke College to complete the requirements for provisional certification during their undergraduate years. Acceptance into the Mount Holyoke program requires a formal application in the spring of the student's junior year.

Because the requirements for Massachusetts certification involve both coursework and a considerable number of hours engaged in classroom teaching, students interested in the possibility of a public school teaching career should consult with the education advisor in the Career Center and with the faculty advisor to the Program in Secondary School Teaching, Professor Barry O'Connell of the English Department, as early as possible in their time at Amherst. In addition to majoring in the subject area in which they seek certification, students will need the following courses, or their equivalents, in order to participate in the Mount

Holyoke program. Many of these can be taken at Amherst; others in any of the Five Colleges. A few must be taken at Mount Holyoke (indicated by an *).

1. Introduction to Psychology
2. Adolescent Psychology
3. Educational Psychology
4. A course in multicultural education (at Amherst English 6 meets this requirement)
5. Differences in Learning (Educ. 234 at Mount Holyoke College, or with approval courses at Smith College or University of Massachusetts)
6. Observing and Assisting in Middle and Secondary Schools (Educ. 332j a January inter-term course at Mount Holyoke College or TEAMS at University of Massachusetts among other possibilities)
7. Educ. 330* Process of Learning and Teaching in Middle and Secondary Schools
8. Teaching (Math, English, etc.) In Secondary School, an Amherst College special topics course taken in conjunction with the teaching internship
9. Educ. 331* Teaching Internship. This is a double course at Amherst College, to be taken in the spring semester of the senior year or during a ninth term at Mount Holyoke College.

Passage of the Massachusetts Educator Certification Test, is required of all participants in the Mount Holyoke College Program. Tests are administered four times each year in October, January, April and June. Application forms and test preparation materials are available at the Amherst College Career Center.

THEATER AND DANCE

Professors Birtwistle† and Dougan‡; Associate Professor Woodson‡; Resident Artist Lobdell (Chair); Playwright-in-Residence Congdon; Visiting Artist Lee; Visiting Lecturer Dowling.

Curriculum. The study of theater and dance is an integrated one. While recognizing historical differences between these arts, the department emphasizes their aesthetic and theoretical similarities.

The basic structure of the curriculum and the organizational pattern of the department's production activities are designed to promote the collaborative and interdependent nature of the theatrical arts. Faculty, staff and major students form the nucleus of the production team and are jointly responsible for the college's Theater and Dance season. Advanced students carry specific production assignments. Students in Core Courses and in Courses in the Arts of Theater and Dance also participate, through laboratory experiences, in the creation and performance of departmental productions.

Major. In the election of departmental courses, students may choose to integrate the many aspects of theater and dance or to focus on such specific areas as choreography, playwriting, directing, design, acting, and performance art. Because advanced courses in theater and dance are best taken in a prescribed sequence, students preparing to major in the department are advised to complete the three Core Courses and one course in the Arts of Theater by the end of the

†On leave first semester 1999-00.

‡On leave second semester 1999-00.

sophomore year. Students interested in the possibility of majoring in the Department should consult with the Chair as soon as possible.

Minimum Requirements. The three Core Courses; two courses in the History, Literature and Theory of Theater and Dance; two courses in the Arts of Theater and Dance (For the purpose of fulfilling this requirement, two half-courses in dance technique approved by the Department may replace one course in the Arts of Theater and Dance); one advanced course in the Arts of Theater and Dance; the Major Series: H75 or H76 and 77 or 78. More specific information about courses which fulfill requirements in the above categories can be obtained from the Department office.

The Senior Project. Every Theater and Dance major will undertake a Senior Project. In fulfillment of this requirement, a student may present work as author, director, choreographer, designer, and/or performer in one or more pieces for public performance. Or a student may write a critical, historical, literary or theoretical essay on some aspect of theater and dance. As an alternative, and with the approval of the department, a student may present design portfolio work, a directorial production book or a complete original playscript. In such cases, there will be no public performance requirement. In all cases, the project will represent a synthesis or expansion of the student's education in theater and dance.

Project proposals are developed in the junior year and must be approved by the faculty. That approval will be based on the project's suitability as a comprehensive exercise. Because departmental resources are limited, the opportunity to undertake a production project is not automatic. Approval for production projects will be granted after an evaluation of the practicability of the project seen in the context of the department's other production commitments. Written proposals outlining the process by which the project will be developed and the nature of the product which will result must be submitted to the Department chair by April 1 of the academic year before the project is proposed to take place. The faculty will review, and in some cases request modifications in the proposals, accepting or rejecting them by May 1. Students whose production proposals do not meet departmental criteria will undertake a written project.

Comprehensive Evaluation. Because the Theater and Dance curriculum is sequenced, successful completion of the required courses and of the major series—Production Studio and Senior Project—represents satisfaction of the departmental comprehensive requirement. In addition, majors are required to write an essay submitted by the first day of classes in the second semester of the junior year, and attend departmental meetings and end-of-the-semester interviews each semester.

Departmental Honors Program. Departmental recommendations for Honors will be based on faculty evaluation of three factors: (1) the quality of the Senior Project, including the documentation and written work which accompanies it; (2) the student's academic record in the department; and (3) all production work undertaken in the department during the student's career at Amherst.

Extra-Curriculum. In both its courses and its production activities, the Department welcomes all students who wish to explore the arts of theater and dance. This includes students who wish to perform or work backstage as an extracurricular activity, students who elect a course or two in the department with a view toward enriching their study of other areas, students who take many courses in the department and also participate regularly in the production program while

majoring in another department, as well as students who ultimately decide to major in theater and dance.

Theater and Dance

CORE COURSES IN THEATER AND DANCE

11. The Language of Movement. An introduction to movement as a language. In studio sessions students will explore and expand their individual movement vocabularies by working improvisationally with weight, posture, gesture, patterns, rhythm, space, and relationship of body parts. We will ask what these vocabularies might communicate about emotion, thought, physical structures, cultural/social traditions, and aesthetic preferences. In addition we will observe movement practices in everyday situations and in formal performance events and use these observations as inspiration for individual and group compositions. Two two-hour class/studio meetings and a two-hour production workshop per week. Selected readings and viewing of video and live performance.

Limited to 20 students. First semester. Professor Woodson.

12. Materials of Theater. An introduction to designing and directing conducted in a combined discussion/workshop format. Early class discussions focus on a theoretical exploration of the nature of theater as an art form, examining selected theories of performance from Aristotle through Robert Wilson. Students question these theoretical assumptions and develop a language for analyzing the visual aspects of theater and dance. Later classwork explores the process of translating the written text into visual form. Two three-hour classes; production workshop included in this time.

Two sections. Limited to 12 students per section. Second semester. Professors Birtwistle and Dougan.

13. Action and Character. An introduction to acting and directing based on the assumption that these two distinct aspects of theater have in common the close reading and analysis of the play text. Course centers on workshop rehearsal of scenes from plays and of various directed and improvisational exercises. Primary attention to the development of honesty, directness and imaginative detail in the creation of characters. Three two-hour class meetings and a two-hour production workshop per week.

Enrollment in each section is limited but early registration does not confer preferential consideration. Twenty students attending the first class will be admitted. Selection will be based on the instructor's attempt to achieve a suitable balance between first-year students and upperclassmen and between men and women, and to achieve a broad range of levels of acting experience. Notice of those admitted will be posted within 72 hours of the first meeting.

First semester. Resident Artist Lobdell.

13s. Action and Character. Same description as Theater and Dance 13.
Second semester. Resident Artist Lobdell.

COURSES IN THE HISTORY, THEORY AND LITERATURE OF THEATER AND DANCE

21. World Theaters: Theories and Histories. An examination of selected performance forms—Japanese Noh and Butoh, Balinese shadow puppetry and trance dance, and Yoruban ritual masked dance among others. The course will describe common underlying performative impulses and disciplines while placing the

widely divergent forms into their cultural contexts. Additionally, we will examine, in detail, several Western responses and/or assumptions about these other stages—for example, Antonin Artaud's impassioned responses to a viewing of Balinese Dance later inspire Peter Brook's experiments in "The Theatre of Cruelty" which in turn created the company and working methods for Brook's production of *Marat/Sade*; the relationship between Noh drama and W.B. Yeats spare, poetic plays; and to reverse the flow, the influence of Mary Wigman's expressionistic dance upon Butoh in Japan.

Limited to 25 students. First semester. Omitted 1999-00. Resident Artist Lobdell.

22. Western Theater and Its Audience. The close examination of several significant moments in the history of western theater. Particular attention given to the relationships between dramatic text, theatrical convention, spectator and participant. Readings in the Greek, Medieval, Renaissance and eighteenth-century drama.

Second semester. Omitted 1999-00. Professor Birtwistle.

23s. Modern Drama: Ibsen to Pinter. This course ranges from the beginning of the nineteenth century to the late 1970s, from Europe and the United States to the Caribbean, Africa and the Far East. Other than a loose chronology, we will be observing few rules in our travels. Plays are rarely created according to "ism's" (although if they survive they end up being squeezed into one); therefore, we will be approaching each play as innocently as possible, noting not only how its author demonstrates certain approaches to theater prevalent in the day, but also how he or she defies them and anticipates future aesthetics. We will follow the evolution of dramatic structure in such writers as Büchner, Ibsen, Strindberg, Chekhov, Wedekind, Treadwell, Stein, Jarry, Brecht, Lorca, O'Neill, Genet, Baraka, Cesaire, Soyinka, and Handke.

Second semester. Omitted 1999-00. Professor Birtwistle.

26. American Theater: The Golden Age. Plays, playwrights and theatrical production in America from Eugene O'Neill and the arrival of modernism to the decline of the Broadway theater after the major works of Arthur Miller and Tennessee Williams. Other major playwrights to be considered will include Elmer Rice, Rachel Crothers, Clifford Odets, Langston Hughes, Lillian Hellman, and George S. Kaufman. Study of musical theater will include George and Ira Gershwin, Richard Rodgers, Lorenz Hart and Oscar Hammerstein II. Examination of Modern Dance will center on the works of Ruth St. Denis, Ted Shawn, Doris Humphrey and Martha Graham. Commercial producing procedures and the importance and influence of such organizations as the Theater Guild, Group Theater, Federal Theater and the Actors' Studio will also be considered.

Second semester. Professor Birtwistle.

27s. Issues in Contemporary Dance: Technique and Theory. A study of contemporary dance forms which integrates the theoretical, historical and practical perspectives. By combining readings, discussions, the regular viewing of films, video and live performances and studio sessions, students will examine issues in contemporary dance and question why and how different styles developed and what attitudes and values these styles embody and promote—especially in regard to body image, gender identity, aesthetic ideals and political and social standards. Examples will be drawn from European, Afro-Caribbean and Asian traditions and include such diverse artists as Martha Graham, Twyla Tharp, Nijinsky, Mark Morris, Merce Cunningham, Katherine Dunham, Kei Takei, Fred Astaire, Charles "Hon" Coles, Yvonne

Rainer, Bill T. Jones, Karen Finley, George Ballanchine, Jawole Willa Jo Zollar, Kazuo Ohno, Meredith Monk, Alvin Ailey, etc.

Limited to 20 students. Second semester. Omitted 1999-00. Professor Woodson.

28f. Contemporary American Drama. A seminar on American drama and theater of the last 20 years. Readings (and, when possible, viewings) will be drawn from the already-classic, (Shepard, Mamet), the unjustly-neglected (Fornes, Jenkin), and the newly-discovered generation of American playwrights (Kushner, A. Wilson, Greenspan, Parks, Cruz, Wellman, Ong, Marguiles, Baitz, Sanchez, Vogel, Yew). Numerous commentators have said that we are in the midst of an American Theatrical renaissance; this course gives us a chance to see for ourselves.

First semester. Playwright-in-Residence Congdon.

29. Topics in Theater and Dance. A series of courses designed for small groups of students centering on questions of theory and practice, on contemporary trends, and on the particular interests of departmental faculty and visiting artists. Requisites may occasionally be established by instructor of individual courses.

First semester. Omitted 1999-00.

29s. Topics in Theater and Dance. Same description as Theater and Dance 29.

Second semester. Omitted 1999-00.

COURSES IN THE ARTS OF THEATER AND DANCE

H30f. Contemporary Dance Techniques. The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level.

MODERN II/III.

First semester. Lecturer Dowling.

H30. Contemporary Dance Techniques. Same description as Theater and Dance H30f.

MODERN I/II.

Second semester. Instructor to be named.

31. Playwriting. To be offered at the same time and in the same place as Theater and Dance 61. A workshop in writing for the stage. The semester will begin with exercises in monologue, dialogue, and the scene unit, then move gradually into the making of a short play. Writing will be done in and out of class; students' work will be discussed in the workshop and/or in private conferences. We will also study selected plays by established writers, past and present, learning how they begin plays and end them; what they leave out and what they emphasize; how they order scenes; how they conceive of character and plot (if at all); what they make of gesture, silence, speech.

Not open to first-year students. Admission with consent of the instructor. Limited to 15 students. First semester. Playwright-in-Residence Congdon.

32. From Text to Performance. A theoretical and practical consideration of the process by which the playwright's work is transmitted to the audience through the medium of theatrical production. The work of the course normally consists

of the close examination and preparation for public performance of a single text or series of closely related texts.

Second semester. Omitted 1999-00. Professor Birtwistle.

33s. From Idea to Performance. A theoretical and practical consideration of the process by which the performance maker's initial idea is conceived, altered, adapted, developed, rehearsed and finally transmitted to the audience through the medium of theatrical production.

Second semester. Omitted 1999-00. Professor Woodson.

35s. Scripts and Scores. This course will provide structures and approaches for creating original performance pieces and events. An emphasis will be placed on interdisciplinary and experimental approaches to composition, choreography, and performance making. These approaches include working with text and movement, visual systems and environments, non-traditional music and sound and chance scores to inspire and include in performance. Students will create and perform dance, theater, or performance art pieces for both traditional theater spaces and for found (indoor and outdoor) spaces.

This course is open to dancers and actors as well as interested students from other media and disciplines. Consent of the instructor is required for students with no experience in improvisation or composition. Two two-hour class meetings per week plus two-hour rehearsal lab.

Limited to 12 students. Second semester. Lecturer Dowling.

37. The Actor's Instrument. Technical issues of the body, voice, will, and imagination for the actor; exercises and readings in acting theory. Introduction of techniques to foster physical and emotional concentration, will and imaginative freedom. Exploration of Chekhov psycho-physical work, Hagen object exercises, Spolin and Johnstone improvisation formats, sensory and image work, mask and costume exercises, and neutral dialogues. The complex interweaving of the actor's and the character's intention/action in rehearsal and performance is the constant focus of the class. Three two-hour class meetings and a two-hour production workshop per week.

Requisite: Theater and Dance 13. Limited to 16 students. First semester. Omitted 1999-00. Resident Artist Lobdell.

41s. Scene Design. The materials, techniques and concepts which underlie the design and creation of the theatrical environment.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in stagecraft. Second semester. Professor Dougan.

42f. Lighting Design. An introduction to the theory and techniques of theatrical lighting, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in lighting technology. First semester. The Department.

43. Costume Design. An introduction to the analytical methods and skills necessary for the creation of costumes for theater and dance with emphasis on the integration of costume with other visual elements.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in costume construction. First semester. Omitted 1999-00. Professor Dougan.

45. Stage Directing. Practice of the artistic, technical and interpretative skills required of the director through scene work and prepared production statements. Emphasis on coaching actors. Studio presentation of four scenes.

Requisite: Theater and Dance 12 and 13. Limited to ten students. First semester. Omitted 1999-00. Professor Birtwistle.

49. Performance Design. An intermediate course in the principles and techniques of the designer's approach to creating environmental and corporeal imagery for live performance. Working from a variety of scripted and improvised sources and with text, movement, sound and objects—students will discover strategies for the collaborative design of performance pieces. The course is appropriate for students with background in performance, theater design or the fine arts. Two two-hour classes per week.

Admission with consent of the instructor. Limited to ten students. First semester. Omitted 1999-00. Professor Dougan.

50. Choreography and the Camera. This class will explore the connections between performance and video/film. The emphasis on the course will be experimental—to learn by doing. An attempt to encourage reciprocity and dialogue between the languages of movement/choreography and video/film will be the principal spirit that animates the course. Experiments will alternate between using performance concepts and structures to translate into video and vice versa. Sessions will include studio practice using primarily video hi8 cameras, class discussions, the regular viewing of videos and films, basic editing techniques, and assigned readings.

Requisite: Previous experience in composition, directing or video/film useful but not required. Admission with consent of the instructor. Second semester. Omitted 1999-00. Professor Woodson.

STUDIO COURSES

51. Puppetry in the Theater. This course will explore the many elements involved in creating theater through the medium of puppetry and masks: writing and adapting text into a scenario, designing and building puppets and masks using a variety of materials including found objects, creating a setting or choosing an environment for these creatures or objects to inhabit, discovering and shaping the life of these elements in time and space to create an expressive theatrical event. The course is open to students interested in acting, directing, choreography, or design. The students will collaborate in small groups to create two or three short works of theater. Two three-hour class meetings per week. Six credits.

Requisite: Theater and Dance 11, 12, or 13 or consent of the instructor. First-year students must obtain permission of the instructor. Limited to 16 students. First semester. Visiting Artist Lee.

61. Playwriting Studio. To be offered at the same time and in the same place as Theater and Dance 31. A workshop/seminar for writers who want to complete a full-length play or series of plays. Emphasis will be on bringing a script to a level where it is ready for the stage. Although there will be some exercises in class to continue the honing of playwriting skills and the study of plays by established writers as a means of exploring a wide range of dramatic vocabularies, most of the class time will be spent reading and commenting on the plays of the workshop members as these plays progress from the first draft to a finished draft.

Requisite: Theater and Dance 31 or the equivalent. Admission with consent of the instructor. Limited to 10 students. First semester. Playwright-in-Residence Congdon.

62f. Performance Studio. An advanced course in the techniques of creating original performance works. Students will create performance pieces that

develop and incorporate original choreography, text, music, sound and/or visual design. Experimental and collaborative structures and approaches among and within different media will be stressed. The final performance pieces and/or events will be presented and evaluated at the end of the semester. Can be taken more than once for credit.

Requisite: Theater and Dance 35 and consent of the instructor. First semester. Omitted 1999-00. Professor Woodson. (See Bruss Seminar 21 for 1999-00 equivalent.)

64f. Design Studio. An advanced course in the arts of theatrical design. Primary focus is on the communication of design ideas and concepts with other theater artists. Also considered is the process by which developing theatrical ideas and images are realized. Students will undertake specific projects in scenic, costume and/or lighting design and execute them in the context of the Department's production program or in other approved circumstances. Examples of possible assignments include designing workshop productions, and assisting faculty and staff designers with major responsibilities in full scale production. In all cases, detailed analysis of the text and responsible collaboration will provide the basis of the working method. May be repeated for credit.

Requisite: Theater and Dance 41, 42, or 43. First semester. Omitted 1999-00. Professor Dougan.

64. Design Studio. Same description as Theater and Dance 64f.
Second semester. Professor Dougan.

65s. Directing Studio. An advanced course in directing. Each directing student will select, cast, rehearse and lead the development of the production concept for two or more short plays to be presented as part of the Department's production season. In some cases the directors may work with design students in the development and realization of the visual aspects of the production. After each production, the student will submit a complete production book and respond to evaluation by the department faculty.

Requisite: Theater and Dance 45. Consent of the Chairperson must be obtained during the pre-registration period. Second semester. Omitted 1999-00. Professor Birtwistle.

67s. Rehearsal. An advanced course in acting. The class will focus upon the actor's close analysis of the playwright's script to define specific problems and to set out tactics for their solutions. The interaction of the actor's creative work outside rehearsal and the work within rehearsal will be delineated by assigned exercises. The class will rehearse one or more plays for performance as part of the Department's production season.

Requisite: Theater and Dance 37 or consent of the instructor. Limited to 16 students. Second semester. Resident Artist Lobdell.

H75. Production Studio. An advanced course in the production of Theater and Dance works. Primary focus will be on the integration of the individual student into a leadership role within the Department's producing structure. Each student will accept a specific responsibility with a departmental production team testing his or her artistic, managerial, critical, and problem-solving skills.

Admission with consent of the department. Not open to first-year students. First semester. The Department.

H76. Production Studio. Same description as H75.
Second semester. The Department.

77, 78. Senior Departmental Honors. For Honors candidates in Theater and Dance. Open to Seniors. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course. Admission with consent of the instructor. First and second semesters. The Department.

RELATED COURSES

Bodies of Memory. See Bruss Seminar 18.

Second semester. Omitted 1999-00. Professor Woodson.

Amusing the Muse. See Bruss Seminar 19.

First semester. Omitted 1999-00. Professors Woodson and Katz.

Experiments in Collaboration: Performance, Music and Video. See Bruss Seminar 21.

First semester. Professors Spratlan and Woodson.

Five College Dance

Five College Dance Department. In addition to dance courses at Amherst College through the Department of Theater and Dance (Contemporary Techniques, Language of Movement, Scripts and Scores, Performance Studio, Choreography, and Issues in Contemporary Dance), students may also elect courses through the Five College Dance Department listed below. The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances, and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution. There are also numerous performing opportunities within the Five College Dance Department as well as frequent master classes and residencies offered by visiting artists.

Please Note: Five College course lists (specifying times, locations and new course updates) are available two weeks prior to pre-registration at both the Theater and Dance Office in Webster Hall and the Five College Dance Department office, located at Hampshire College.

The Five College Dance Department Faculty. Professors Coleman (Chair), Freedman, Lowell, Nordstrom, Schwartz, Waltner and Watkins; Associate Professors Daniel and Woodson; Assistant Professors Blum, Brown, C. Flachs and R. Flachs. Visiting Guest Artists Carbonneau, Love, Madsen, and Oliveira; Adjunct faculty Lipitz and Middleton. Visiting Lecturers Dowling, Raff, and Wolfzahn. Staff Musicians/Lecturers Ascenzo, Jones, and Robinson.

STUDIO TECHNIQUE

Participation in technique classes beyond level I is by audition or by consent of the instructor; students may repeat any level for credit. Technique classes are taken for half-credit. The following offerings appear in alphabetical order.

Ballet. Introductory through advanced study of the principles and vocabularies of classical ballet. Class is comprised of three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality, and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

Ballet I.

First semester. To be offered at Mount Holyoke College (Flachs), Smith College (TBA), and University of Massachusetts (Lipitz).

Ballet II.

Second semester. To be offered at Mount Holyoke College (Flachs), Smith College (Blum), and University of Massachusetts (Lipitz).

Ballet III.

First semester. To be offered at Mount Holyoke College (Flachs), Smith College (TBA), and University of Massachusetts (Lipitz).

Ballet IV.

First semester. To be offered at Mount Holyoke College (Flachs).

Second semester. To be offered at Mount Holyoke College (Flachs) and Smith College (Blum).

Ballet V.

First semester. To be offered at Smith College (Blum).

Ballet VI.

Second semester. To be offered at Mount Holyoke College (Flachs) and Smith College (Blum).

Ballet Rep.

First semester. Omitted 1999-00.

Classical Indian Dance I.

First semester. To be offered at University of Massachusetts (Devi).

Second semester. To be offered at University of Massachusetts (Devi).

Classical Indian Dance II.

First semester. To be offered at University of Massachusetts (Devi).

Comparative Caribbean Dance.

First semester. To be offered at Hampshire College (Oliveira) and Smith College (Oliveira).

Second semester. To be offered at Hampshire College (TBA) and Smith College (TBA).

Contemplative Dance.

Omitted 1999-00.

Contact Improvisation.

Second semester. To be offered at Mount Holyoke College (Wolfzahn).

Cuban Dance.

Omitted 1999-00.

Cultural Forms.

Omitted 1999-00.

Advanced Improvisation.

Omitted 1999-00.

Javanese Dance.

First semester. To be offered at Smith College (Sumarsam).

Jazz Dance. Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations, and the refinement of performance style.

Jazz Dance I.

First semester. To be offered at Smith College (TBA) and University of Massachusetts (Brown).

Jazz Dance II.

Second semester. To be offered at Smith College (TBA) and University of Massachusetts (Brown).

Jazz Dance III.

First semester. To be offered at Mount Holyoke College (Madsen), Smith College (TBA), and University of Massachusetts (Brown).

Jazz Dance IV.

Second semester. To be offered at University of Massachusetts (TBA).

Jazz Dance V.

First semester. To be offered at University of Massachusetts (TBA).

Jazz Dance VI.

Second semester. To be offered at University of Massachusetts (TBA).

Modern Dance. Introductory through advanced study of modern dance techniques. Central topics include: refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

Modern Dance I.

First semester. To be offered at Mount Holyoke College (TBA), Smith College (TBA), and University of Massachusetts (TBA).

Modern Dance I/II. See Theater and Dance H30.

Second semester. To be offered at Amherst College (TBA).

Modern Dance II.

Second semester. To be offered at Hampshire College (Nordstrom), Mount Holyoke College (TBA), Smith College (TBA), and University of Massachusetts (Brown).

Modern Dance II/III. See Theater and Dance H30f.

First semester. To be offered at Amherst College (Dowling).

Modern Dance III.

First semester. To be offered at Hampshire College (Nordstrom), Mount Holyoke College (Madsen), Smith College (TBA), and University of Massachusetts (TBA).

Modern Dance IV.

Second semester. To be offered at Hampshire College (Nordstrom), Mount Holyoke College (TBA), Smith College (TBA), and University of Massachusetts (TBA).

Modern Dance V.

First semester. To be offered at Mount Holyoke College (Madsen) and Smith College (Love).

Modern Dance VI.

Second semester. To be offered at Smith College (Love) and University of Massachusetts (TBA).

Tap II.

First semester. To be offered at Mount Holyoke College (Raff).

West African Dance I.

First semester. To be offered at Mount Holyoke College (Middleton) and Smith College (Love).

Second semester. To be offered at Smith College (Love).

West African Dance II.

Second semester. To be offered at Mount Holyoke College (Middleton).

THEORY

Theory courses are taken for full credit and generally include three class hours and two to three lab hours.

Advanced Repertory.

Omitted 1999-00.

Advanced Studies in History and Theory.

Second semester. To be offered at Mount Holyoke College as "Contemporary Artists/Issues" (Carboneau); Smith College as "Dance and Technique" (Blum).

Anthropology of Dance.

Omitted 1999-00.

Arts Criticism.

Second semester. To be offered at Mount Holyoke College (Carboneau).

Composition: Introductory through advanced study of elements of dance composition, including phrasing, space energy, motion, rhythm, musical forms, character development, and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and utilizing various devices and approaches, e.g., motif and development, theme and variation, text and spoken language, collage, structured improvisation, and others.

Composition I.

First semester. To be offered at Mount Holyoke College (Madsen) and University of Massachusetts (Schwartz).

Second semester. To be offered at Smith College (Waltner).

Composition I: Language of Movement. See Theater and Dance 11.

First semester. To be offered at Amherst College (Woodson).

Composition II.

Second semester. To be offered at University of Massachusetts (Brown).

Composition II: Scripts and Scores. See Theater and Dance 35s.

Second semester. To be offered at Amherst College (Dowling).

Composition III.

First semester. To be offered at Smith College (Blum).

Composition III: Experiments in Collaboration: Performance, Music and Video.
See Bruss Seminar 21.

First semester. To be offered at Amherst College (Woodson).

Advanced Composition.

First semester. To be offered at University of Massachusetts (TBA).

Correcting Problems in Classical Technique.

Omitted 1999-00.

Dance and Culture. Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, religious, political, and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society, and the tools necessary for analyzing cross-cultural issues in dance: they include readings, video and film viewings, research projects and dancing.

First semester. To be offered at Smith College (Love).

Dance as an Art Form.

First semester. To be offered at Hampshire College (Nordstrom).

Second semester. To be offered at Mount Holyoke College (Carboneau).

Dance Education.

Second semester. To be offered at University of Massachusetts (Schwartz).

Dance History. ("Renaissance and Baroque").

Second semester. To be offered at University of Massachusetts (Brown).

Dance in the Twentieth Century. This course is designed to present an overview of dance as a performing art in the twentieth century, focusing especially on major American stylistic traditions and artists. Through readings, video and film viewings, guest performances, individual research projects, and class discussions, students will explore principles and traditions of twentieth-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde dance experimentation, African-American dance forms, jazz dance, and popular culture dance traditions.

First semester. To be offered at Mount Holyoke College (Flachs) and Smith College (Waltner).

Dance Production.

Second semester. To be offered at University of Massachusetts (TBA).

Introduction to Dance.

Omitted 1999-00.

Laban Movement Analysis I.

Second semester. To be offered at Hampshire College (Nordstrom).

Lighting Design.

First semester. To be offered at Amherst College (Department).

The Mindful Body: Experimental Anatomy for Performers.

First semester. To be offered at Smith College (Waltner/Jakuc).

Nineteenth-Century Music and Dance.

Second semester. To be offered at Smith College (Robinson).

Repertory.

Omitted 1999-00.

Rhythmic Analysis.

First semester. To be offered at Mount Holyoke College (Jones) and University of Massachusetts (Ascenzo).

Scientific Foundations of Dance I. An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles.

First semester. To be offered at University of Massachusetts (Watkins).

Scientific Foundations of Dance II.

Second semester. To be offered at University of Massachusetts (Watkins).

Advanced Studies in History and Theory.

Second semester. To be offered at Mount Holyoke College as "Contemporary Artists/Issues" (Carboneau) and Smith College as "Dance and Technology" (Blum).

Teaching Seminar.

Omitted 1999-00.

**FIVE COLLEGE DANCE DEPARTMENT
MISSION STATEMENT**

The educational and artistic mission of the Five College Dance Department is to champion the imaginative, expressive powers of human movement. The curriculum emphasizes in-depth study of a broad spectrum of dance as an art form, including technical, creative, historical, cultural and scientific perspectives. Students are encouraged to balance performance and creative studies with a comprehensive understanding of the historical and cultural contexts of different dance traditions. They may shape their major studies in either traditional or interdisciplinary ways—reflecting the wide range of career options and new directions of the contemporary field.

WOMEN'S AND GENDER STUDIES

Professors Basu, Griffiths^t, Hunt, Olver, and Sandler; Associate Professors Barale (Chair) and Bumiller; Assistant Professor Saxton; Visiting Lecturer Snively.

Women's and Gender Studies is an interdisciplinary exploration of the creation, meaning, function, and perpetuation of gender in human societies, both past and present. It is also an inquiry specifically into women's material, cultural, and economic productions, their self-descriptions and collective undertakings.

Major Program. Students majoring in Women's and Gender Studies are required to take a minimum of eight courses. Courses required of all majors include: Women's and Gender Studies 11, 24, and 75. The remaining five electives may

^tOn leave first semester 1999-00.

be chosen from Women's and Gender Studies offerings or may be selected, in consultation with a student's advisor, from courses given in other departments (see list of related courses). Other Amherst or Five College courses which address issues of women and/or gender as a part of their concern may be counted towards the major only if approved by the Women's and Gender Studies Department. A seminar presentation in Women's and Gender Studies 75 will serve as the occasion for the student's comprehensive examination.

Departmental Honors Program. The work of the Senior Seminar may be used as the basis for developing an honors thesis. Students accepted as honors candidates will also elect Women's and Gender Studies 77 and 78, or D78, in addition to the courses required for the major.

6f. Women and Art in Early Modern Europe. (Also Fine Arts 84f.) This course will examine the ways in which prevailing ideas about women and gender shaped visual imagery, and how these images, in turn, influenced ideas concerning women from the Renaissance to the Enlightenment. It will adopt a comparative perspective, both by identifying regional differences among European nations and tracing changes over time. In addition to considering patronage of art by women and works by women artists, we will look at the depiction of women heroes such as Judith; the portrayal of women rulers, including Elizabeth I and Marie de' Medici; and the imagery of rape. Topics emerging from these categories of art include biological theories about women; humanist defenses of women; the relationship between the exercise of political power and sexuality; differing attitudes toward women in Catholic and Protestant art; and feminine ideals of beauty. Two class meetings per week.

First semester. Omitted 1999-00. Professor Courtright.

8. Bad Girls. (Also Fine Arts 82.) See Fine Arts 82 for description.

Second semester. Professor Staller.

11s. The Cross-Cultural Construction of Gender. This course introduces students to the issues involved in the social and historical construction of gender and gender roles from a cross-cultural and interdisciplinary perspective. Topics will include the uses and limits of biology in explaining human gender differences; male and female sexualities including homosexualities; women and social change; women's participation in production and reproduction; the relationship among gender, race and class as intertwining oppressions; and the functions of visual and verbal representation in the creating, enforcing and contesting of gender norms.

Second semester. Professors Barale and Olver.

15. Feminism and Its Critics in the West. This course has two interlocking aims: to explore the ways feminist and anti-feminist ideas have interacted with one another in Europe and America over the past 250 years, and to examine, in a way informed by history, gender debates going on within present-day political and cultural movements. Topics include women in the French Revolution; Owenite socialism and its critics in Britain; the intersections of evangelism, abolitionism, and feminism in mid-nineteenth-century America; women in the Ku Klux Klan in the 1920s; gender, race and the rise of German fascism; the place of women within contemporary American conservatism and the Evangelical Right; and gender struggles within present-day rock and rap cultures. We will read or listen to works by Sojourner Truth, Ayn Rand, Phyllis Schafly, George Gilder, Pat Robertson, Public Enemy, Queen Latifah, and others.

First semester. Professor Hunt.

- 19s. Buddhist Women and Representations of the Female.** (Also Religion 30.) See Religion 30 for description.
 Limited enrollment. Second semester. Omitted 1999-00. Professor Gyatso.
- 20. Topics in the History of Sex, Gender, and the Family.** (Also History 74.) See History 74 for description.
 Limited to 15 students. Second semester. Professor Hunt.
- 22. The Age of Chivalry: Women, Knights, and Poets.** (Also European Studies 23s.) See European Studies 23s for description.
 Second semester. Omitted 1999-00. Professors Cheyette and Chickering.
- 24. Text and Disciplines: Fiction as History.** This course seeks to understand the shared and differing readings of gender that are offered by two disciplines: History and Literature. A series of American novels, surrounded by a grouping of critical commentaries from historians and literary critics, will be used to examine each discipline's construction—and possibly misconstruction—of gender's operation. Our reading will include works by the following authors: Louisa May Alcott, Gwendolyn Brooks, Willa Cather, Sarah Orne Jewett, Catharine Maria Sedgwick, and Harriet Wilson. Students will find it helpful to have taken one course in one of the two disciplines. There will be frequent writing assignments as well as two long papers.
 Second semester. Professors Barale and Saxton.
- 30. In Their Own Words: Autobiographies of Women.** How does the writing of autobiography help a woman affirm, construct, or reconstruct an authentic self? How does she resolve the conflict between telling the truth and distorting it in making her life into art? Is the making of art, indeed, her chief preoccupation; or is her goal to record her life in the context of her times, her religion, or her relationship to others? Reading autobiographies of women writers helps us raise, if not resolve, these questions. We shall also consider how women write about experiences particular to women as shown in their struggles to survive adversity; their sense of themselves as authorities or challengers of authority, as well as their sense of what simply gives them pain or joy. Readings from recent work in the psychology of woman will provide models for describing women's development, as writings of women in turn will show how these models emerge from real lives. The syllabus will include traditional autobiography, historical memoir, poetry, journals and personal narratives, psychological studies, criticism and theory: Maxine Hong Kingston's *The Woman Warrior*, Maya Angelou's *I Know Why the Caged Bird Sings*, poetry and prose by Elizabeth Bishop, Shirley Abbot's *Womenfolks*, Charlotte Brontë's *Jane Eyre*, Jamaica Kincaid's *Annie John*, Carol Gilligan's *In a Different Voice*, Lorene Cary's *Black Ice*, Dorothy Allison's *Bastard Out of Carolina*, Susanna Kaysen's *Girl, Interrupted*, and recent work by Janet Surrey. Writing requirements will include several short papers and an autobiographical essay.
 Second semester. Professor Olver and Lecturer Snively.
- 31. Sexuality and Culture.** An examination of the social and artistic construction of genders, bodies, and desires. In any given semester, the course may examine particular historical periods, ethnic groups, sexual orientation and theoretical approaches. The topic changes from year to year. In 1999 this course will examine gender and sexuality as separate categories by focusing on cross-dressing. Drawing on a wide range of theorists (sexologists, anthropologists, medical doctors, historians, literary critics) and a variety of literary texts and films, the

course will consider the ways in which anatomy and gender, and culture and desire can be seen as both united and disconnected.

Preference given to juniors and seniors who have taken one course in either English or Women's and Gender Studies. Limited to 30 students. First semester. Professors Barale and Frank.

32. Sex, Self, and Fear. Freud located identity formation in the emotion of fear—a boy's fear of castration, a girl's terror at lack. Later theories have agreed that worries about exposure, ridicule, and confession shape the sexual self. Our course will explore the gendered origins and effects of fear, asking how fear of the other sex, and fear about the self, ground identity. We will try to differentiate among forms of fear, comparing anxiety, obsession, trauma, and phobia. Course material will be studied for the ways in which it condenses and substitutes various forms of dread. The course material will include fiction (Pat Barker, *Regeneration*; Lydia Chukovskaya, *Sofia Petrovna*; Toni Morrison, *Jazz*; Mary Shelley, *Frankenstein*), poetry (by Anna Akhmatova, Rita Dove, Thom Gunn, Elizabeth Macklin); theory (Freud, Torok and Abraham); quasi-autobiography (Kenzaburo Oe, *A Quiet Life*; Nathalie Sarraute, *Childhood*), and film (*Carrie*, *M, Perfect World*, *Psycho*, *Vertigo*). We will ask what cultural and psychological work fear performs: what fears are required for liberation from social taboos? How do adults contain (and repeat) the fears that ruled childhood? Why do we like to be frightened?

Second semester. Professor Sandler.

39s. Women in Judaism. (Also Religion 39s.) See Religion 39s for description.

Second semester. Professor Niditch.

44. Women's Activism in Global Perspective. Globally as well as locally, women are claiming a new voice in civil society by spearheading both egalitarian movements for social change and reactionary movements which would restore them to putatively traditional roles. They are prominent in local level community-based struggles but also in women's movements, perhaps the most international movements in the world today. This course will explore the varied expressions of women's activism at the grass roots, national and transnational levels. How is it influenced by the intervention of the state and international agencies? How is it affected by globalization? Among the issues and movements which we will address are struggles to redefine women's rights as human rights, women's activism in religious nationalism, the international gay-lesbian movement, welfare rights activism, responses to state regulation, and campaigns around domestic violence. Our understanding of women's activism is informed by a richly comparative perspective and attention to cases from diverse regions of the world.

Second semester. Professors Basu, Bumiller and Hunt.

47. Asian Women: Myths of Deference, Arts of Resistance. (Also Political Science 47.) See Political Science 47 for description.

First semester. Professor Basu.

51. Science Fiction. (Also English 51.) See English 51 for description.

First semester. Professors Barale and Parker.

53. Representing Domestic Violence. (Also Political Science 53.) This course is concerned with literary, political and legal representations of domestic violence and the relations between them. We question how domestic violence challenges the normative cultural definitions of home as safe or love as enabling. This course will consider how these representations of domestic violence disrupt the boundaries between private and public, love and cruelty, victim and oppressor. In order to better understand the gaps and links between representation and

experience, theory and praxis, students as part of the work for this course will hold internships (three hours per week) at a variety of area agencies and organizations that respond to situations of domestic violence.

Limited to 25 students. First semester. Omitted 1999-00. Professors Bumiller and Sánchez-Eppler.

56. Women and Islamic Constructions of Gender. (Also Religion 56.) See Religion 56 for description.

Second semester. Professor Elias.

61. Feminist Moral Theory. This course will offer a brief overview of feminist moral critiques of society including readings from Mary Wollstonecraft, Cicely Hamilton, Margaret Sanger, and Betty Friedan, and examine a variety of ways recent feminists have tried to develop a moral theory. Students will read the debate over Carol Gilligan's notion of a "different moral (female) voice." Other readings will include thinkers building on her work: Sarah Ruddick, Nel Noddings, Virginia Held, and Marilyn Friedman. Finally, students will consider the ways that feminist thinking can be used in a legal context, touching on such questions as the debate over affirmative action. Two meetings per week.

Requisite: Women's and Gender Studies 11 or equivalent. First semester. Omitted 1999-00. Professor Saxton.

63. Women's History, America: 1607-1865. (Also History 45.) See History 45 for description.

First semester. Omitted 1999-00. Professor Saxton.

64. Women's History, America: 1865-1997. (Also History 46.) See History 46 for description.

Second semester. Omitted 1999-00. Professor Saxton.

65s. States of Poverty. (Also Political Science 65s.) See Political Science 65s for description.

Second semester. Professor Bumiller.

66. Church, Family and Culture in Nineteenth-Century America. (Also History 48.) See History 48 for description.

Second semester. Omitted 1999-00. Professor Saxton.

67. Women and Politics in Twentieth-Century America. (Also History 47.) See History 47 for description.

First semester. Professor Saxton.

68. Globalization, Social Movements and Human Rights. (Also Political Science 68.) See Political Science 68 for description.

Second semester. Omitted 1999-00. Professor Basu.

75. Senior Seminar. This seminar is designed to integrate the interdisciplinary work of the major. Each student will present a seminar and write a major paper on a topic of current research in this field, chosen in consultation with faculty. The seminar presentation will also serve as the occasion for the student's comprehensive examination in Women's and Gender Studies.

First semester. Professor Bumiller.

77, 78, D78. Senior Departmental Honors. Open to Senior majors in Women's and Gender Studies who have received departmental approval.

First and second semesters.

97, 98. Special Topics. Independent Reading Courses.
First and second semesters.

RELATED COURSES

Gender: An Anthropological Perspective. See Anthropology 35.
Limited to 25 students. First semester. Professor Gewertz.

American Men's Lives. See English 69. To be taught at Mount Holyoke College in 1999-00.
First semester. Professor Townsend.

Re-Imagining Law: Feminist Interpretations. See Political Science 39 (also Law, Jurisprudence and Social Thought 39).
Open to Juniors and Seniors. First semester. Professor Bumiller.

Sex Role Socialization. See Psychology 40f.

Requisite: Psychology 11 or 12 or consent of the instructor. Limited to 20 students. First semester. Professor Olver.

The Family. See Sociology 21.

First semester. Professor Dizard.

FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

Arabic

During the fall of 1999, Arabic will be offered at elementary, intermediate, and advanced levels at the University of Massachusetts. In addition, Elementary Arabic will be offered at Mount Holyoke College and Smith College; and Intermediate Arabic will be offered at Mount Holyoke College. For further information on locations and instructors, consult the online Five College Course Guide at the Five College Website (<http://www.fivecolleges.edu>).

MOHAMMED MOSSA JIYAD, Five College Senior Lecturer in Arabic (at Mount Holyoke College under the Five College Program).

Asian 130. Elementary Arabic I. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic Arabic syntax and morphology, as well as basic reading and writing. MWF 10:50 a.m.-12:05 p.m.
First semester. Mount Holyoke College.

Asian 232f. Intermediate Arabic I. This course continues Asian Studies 130-131, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives.

Requisite Asian Studies 130 or equivalent. First semester. Mount Holyoke College.

Arabic 226. Intermediate Arabic I. This course expands the scope of the communicative approach as new grammatical points are introduced (the various forms of regular and irregular verbs), and develops a greater vocabulary for

lengthier conversations. Emphasis is also placed on reading and writing short passages and personal notes. This second year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.), and expands one's writing skills. MW 9:05-11:00 a.m.; F 10:10 a.m.

First semester. University of Massachusetts.

Asian 131. Elementary Arabic II. This course is a continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and statements) will contain formulaic greetings courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses. MWF 11:50 a.m.-1:05 p.m.

Second semester. Mount Holyoke College.

Asian 232s. Intermediate Arabic II. A continuation of Asian 232f.

Second semester. Mount Holyoke College.

Arabic 246. Intermediate Arabic. A continuation of Arabic 226.

Second semester. University of Massachusetts.

Crossroads in the Study of the Americas

SANDA MAYZAW LWIN, Five College Assistant Professor of English (at the University of Massachusetts under the Five College Program, Crossroads in the Study of the Americas).

In fall 1999 Professor Lwin will teach courses at the University of Massachusetts and Mount Holyoke College. In spring 2000, she will teach courses at the University of Massachusetts and Smith College.

Asian American Women's Writing. This course explores the politics of race and gender through a variety of writings by women of Asian descent in North America. We will examine texts from a range of national and diasporic formations—U.S., Canadian, South American, South Asian, Southeast Asian, East Asian, and Pacific Islander. Primary themes include conceptions of home, memory, race and sexuality, gender and nationalism, strategies of resistance, legacies of colonialism, war, and immigrant displacement. Our discussions will be informed by a range of theoretical perspectives that explore the issues of racism and sexism. We will supplement our readings of the literary texts with critical readings in feminist, U.S. women of color, post-colonial, and Asian-American literary and cultural theories.

First semester. Mount Holyoke College.

Dance

YVONNE DANIEL, Associate Professor of Dance (at Smith College under the Five College Program).

Ms. Daniel is on sabbatical during 1999-2000. For more information regarding courses normally taught by Ms. Daniel and for other courses offered by Five College Dance Department faculty, consult the online Five College Course Guide and the departmental website at the Five College Website (<http://www.fivecolleges.edu>).

Dance 142B. Comparative Caribbean Dance. This course focuses on Cuban, Haitian, and Brazilian dance traditions. While attending to strength, flexibility and endurance training, the course trains students in sacred, social, and popular forms of dance that permeate the Caribbean region. The course also includes video presentations, mini-lectures, discussions, singing, and drumming. As students acquire basic skills in Caribbean dance vocabulary, they are encouraged to demonstrate these in studio and informal settings.

First semester. Hampshire College and Smith College. Guest Artist Isaura Oliveira.

Dance 272. Dance and Culture. Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, ritual, political and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance and society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. A requisite for Dance 375, The Anthropology of Dance.

First semester. Smith College. Professor Love.

Dance 142B. Comparative Caribbean Dance. Same description as first semester.

Second semester. Mount Holyoke College and Smith College. Guest Artist Awilda Sterling-Duprey.

Film/Video Production

C.A. GRIFFITH, Five College Visiting Assistant Professor of Film/Video Production (at Smith College and the University of Massachusetts under the Five College Program).

FLS 282a. Advanced Video Production Workshop: Video [Re]Presentation and Activism. An advanced video production course focusing on issues of representation and activism. Students will work on individual and collaborative projects in order to [re]present, engage and inspire through the creation of video art. Particular attention will be paid to the works of video/filmmakers engaged in the struggle to create liberational, alternative images of people and communities “othered” by the lens of dominant cinema. 4 credits. Th 1-5:00 p.m.; W 7:30-9:30 p.m. lab/screening.

Limited to 13 students. First semester. Smith College.

Art 297V. Personal Narrative and Historical Memory: Introduction to Video Production. Through the creation of collaborative and individual works, students will learn the basics of video production: story, lighting, camera, sound and editing. Particular attention will be paid to studying works of independent video/filmmakers whose works address issues of representation, memory and history. 4 credits. F 9-3 lab/screening.

Limited to 12 students. First semester. University of Massachusetts.

FLS 280b. Video Production Workshop: From Nuts and Bolts to Video Art. This course provides students with the basic technical, aesthetic and theoretical skills (story, structure, lighting, camera, sound and editing) needed to realize their vision and make video art. The course emphasizes collaborative work and personal narratives as students examine the work of independent video/filmmakers. 4 credits.

Limited to 13 students. Second semester. Smith College.

COMM 497Q. Special Topics—Film II—Intermediate 16mm Film Production. In this class, intermediate- to advanced-level students will produce short collaborative and individual projects on 16mm, black and white film. Special emphasis will be placed on cinematography. 4 credits.

Limited to 10 students. Second semester. University of Massachusetts.

ELISABETH SUBRIN, Five College Visiting Assistant Professor of Film/Video Production (at Amherst College and Mount Holyoke College under the Five College Program).

English 89. Production Seminar on the Moving Image. See English 89 for description.

Requisite: English 82f and consent of the instructor. Limited enrollment. (Contact English Department before registration.) First semester. Amherst College.

English 82. Production Workshop on the Moving Image. An introductory course in the production and critical study of the moving image as an art form: hands-on exercises with video camcorder and editing equipment, supplemented with screenings and critical reading.

Limited to 15 students. Admission with consent of the instructor. (Contact English Department before registration.) Second semester. Amherst College.

FS210. Production Workshop on the Moving Image. Same description as English 82.

Limited to 15 students. Admission with consent of the instructor. (Contact Film Studies Department before registration.) First semester. Mount Holyoke College.

FS310. Production Seminar on the Moving Image. An intermediate course in the theory and practice of film/video production as an art form. Included are hands-on video production and post-production workshops, as well as screenings and critical readings. Topics for the seminar will vary from year to year. Seminar meets once weekly plus evening film screening.

Requisite: English 82 and/or consent of the instructor. Limited enrollment. (Contact Film Studies Department before registration.) Second semester. Mount Holyoke College.

Five College Foreign Language Resource Center at the University of Massachusetts

ELIZABETH H. D. MAZZOCCO, Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program).

Italian 597B. The Image of the Woman in Italian Literature. Beginning with the images of the ideal females of the poetry of the Dolce Stil Nuovo and the Scuola Siciliana, we will examine literary depictions of women throughout Italian literature. The females will include Dante's Beatrice, Petrarch's Laura and Poliziano's Simonetta, the warrior queens and the enchanted princesses of Renaissance epics, the heroines of commedia dell'arte, Goldoni's protagonists Mirandolina and la vedova scaltra, D'Annunzio's figlia di Iorio, and Moravia's Cesira. We will also look at the way women depict themselves using the works of Sibella Aleramo, Natalia Ginsberg, Franca Rame and Dacia Maraini. Students will write several critical essays, make oral presentations and complete a research paper. The course will

be conducted in Italian, although those not enrolled for Italian credit may complete written assignments in English.

Those opting for the honors course will investigate the way in which these traditional images of females have been transferred into modern multimedia including the Internet and film. Additional reading and an extra research paper will be required. TTh 2:30-3:35 p.m.

First semester. University of Massachusetts.

Italian 514. Italian Chivalric Epic. This course will focus on the early Italian epic and the world of Quattrocento Italian chivalric myth. Works studied will include Luigi Pulci's *Morgante* and Matteo Maria Boiardo's *Orlando Innamorato* as well as other minor literary works. Topics for discussion will include: the female warrior, magic, incantations and sorcery, the birth of an Italian self, historical vs. literary chivalric practices, the ideal knight, the destruction/creation of chivalric myth, the blurred boundaries between chivalric game and war, dragons and winged horses, the education of a knight, as well as a variety of other topics to be chosen as a class. Students will write several papers and deliver oral presentations. The course will be conducted in Italian, although those not enrolled for Italian credit may complete written assignments in English.

Second semester. University of Massachusetts.

SELF-INSTRUCTED LANGUAGES (in the Self-Instructional Language Program, Five College Language Resource Center, University of Massachusetts under the Five College Program).

Elementary-level courses are currently offered in the following languages: Czech, Modern Greek, Hindi, Hungarian, Indonesian, Norwegian, Serbo-Croatian, Swahili, Thai, Turkish, and Urdu. For further information, including information on registration, consult the Self-Instructional Language Program Website at the Five College Website (<http://www.fivecolleges.edu>).

Geosciences

J. MICHAEL RHODES, Professor of Geochemistry (at the University of Massachusetts under the Five College Program).

Geology 105. Dynamic Earth. The earth is a dynamic planet constantly creating oceans and mountain ranges, and accompanied by earthquakes and volcanic activity. This course explores the relationship between earthquakes, volcanoes and plate tectonics, the hazards that they produce, and their impact on humans.

First semester. University of Massachusetts.

Geology 591V. Volcanology. A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. 3 credits.

Requisite: Petrology recommended. Limited enrollment. Second semester. University of Massachusetts

International Relations

MICHAEL T. KLARE, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program).

Government 246: Contemporary International Conflict: Causes, Characteristics, Prevention. An assessment of the causes and characteristics of armed conflict in the contemporary world. We will examine a wide variety of conflict types, including regional conflict (e.g., in the Middle East, South Asia, and East Asia), ethnic and internal conflict, resource and environmental conflict, and persistent hate violence (e.g., violence against women, immigrants, minority groups, etc.). The course will seek to identify and analyze the principal causes of these various conflict types and to map out their distinctive characteristics. Special problems of contemporary conflict, such as warlordism, the trade in weapons, the use of child soldiers, etc., will be examined. In addition we will evaluate a wide variety of strategies for preventing and controlling such conflicts, from traditional diplomacy and peace-making to more innovative strategies of conflict resolution. Students will be expected to track a particular conflict (or conflict type) throughout the semester and to write a final paper on the origins and status of this conflict (or conflict type) and on possible routes to its control and termination. 4 credits.

First semester. Smith College.

International Relations 225. Resource Scarcities, Global Environmental Perils, and World Politics. An examination of the interactions between environmental and resource issues and world security affairs. Will identify major environmental problems (greenhouse warming, ozone depletion, resource scarcities, deforestation, and so on) and their relationship to new forms of conflict among states and societies. New forms of international collaboration to address these conflicts will be explored. 4 credits.

Second semester. Mount Holyoke College.

CONSTANTINE PLESHAKOV, Visiting Five College Assistant Professor of International Relations (at Mount Holyoke College under the Five College Program).

Russian and Eurasian Studies 320S. Russian Nationalism: New Russia in Search of Identity. Modern Russia's painful search for national, post-Soviet identity. Discussion of traditional Russian nationalism of the sixteenth to nineteenth centuries, but the main intellectual effort will be related to Russia in the 1900s. Can this multi-ethnic country reach an understanding of what its identity is? What will it borrow from its imperial and Soviet past? Is nationalism compatible with democracy? And, last but not least, what are the possible meanings of nationalism in the modern world?

First semester. Mount Holyoke College.

SS 235. Political Leadership in Twentieth-Century Russia. Russia's twentieth-century leadership may not be known for its successes, but its failures nevertheless made the world shake. The last czar Nicholas II, revolutionary helmsman Vladimir I. Lenin, imperial potentate Joseph Stalin, reformer of communism Nikita Khrushchev, the last leader of the Soviet Union Mikhail Gorbachev, the first president of independent Russia Boris Yeltsin—all have influenced history, and each in a unique way. How and why did they differ? What did they share in common? What are the patterns of political leadership for twentieth-century Russia?

First semester. Hampshire College.

Government 343. The Cold War Revisited. Recently, thousands of invaluable documents relating to 1940s-1970s have been released from Russian, Chinese and East European archives. Among them are minutes of Stalin's conversations, Mao Zedong's speeches, Leonid Brezhnev's correspondence. How does this new evidence change our view of the Cold War? Which traditional concepts developed by scholars over years are still valid? Which should be modified? Are

there any which should be totally discarded? Is it possible to talk about the "new history" of the Cold War?

Second semester. Smith College.

Russian and Eurasian Studies 250f. Revolutions. Revolutions have a rich and bloody history on the European continent. In the twentieth century, there were frequent revolutionary upheavals, particularly in Russia and Eastern Europe. We will study two revolutionary periods; Russia in 1917 and the USSR in 1991. These revolutionary events present great contrasts, yet at the same time clarify the nature of revolutions and why they occur. Do they bring the expected fundamental and accelerated change people hope for? Our focus will be on the contrasts and parallels between Russia's early twentieth-century capitalist revolution. What was (and is) their impact on European history and thought? An important theme of this course will be the influence of Russia's revolutions on revolutionary events in Eastern Europe in 1945-1948 and 1989.

Second semester. Mount Holyoke College. (Professors Pleshakov and Stephen Jones.)

FIVE COLLEGE AFRICAN STUDIES CERTIFICATE PROGRAM

The Five College African Studies Certificate Program is administered by the Five College African Studies Council through its Faculty Liaison Committee, which consists of the certificate program advisors from each of the five colleges. The certificate program offers an opportunity for students to pursue an interest in African Studies as a complement to their majors.

Requirements: The Five College African Studies Certificate Program requires a minimum of six courses on Africa. An African course is defined as one the content of which is at least 50% devoted to Africa per se. The program is designed to be broadly interdisciplinary in character. Students are expected to commence their certificate program studies with an introductory course, the focus of which ranges continent-wide. Subsequent courses should be more advanced and more specific in focus. A coherent plan of study should be developed between the student and his or her certificate program advisor. Students are encouraged to complete their studies of Africa with an independent study course that gives this course work in African Studies a deliberate, integrative intellectual focus.

Minimum requirements of the Five College Certificate in African Studies are:

1. A minimum of one course providing an introductory historical perspective that surveys the entire African continent;
2. A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology);
3. A minimum of one course on Africa in the fine arts and humanities (art, folklore, literature, music, philosophy, religion);
4. A minimum of three more courses on Africa, each in a different department, chosen from history, the social sciences, or the fine arts and humanities;
5. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic).

No more than two courses in any one department may be counted toward the minimum requirements of this certificate. With the approval of the student's cer-

tificate program advisor, not more than two relevant courses taken at schools other than the five colleges may be counted toward the minimum certificate requirements. Students must receive a grade of *B* or better in every course that qualifies for the minimum certificate requirements. No course that counts for the minimum requirements may be taken on a pass/fail basis. Students are also encouraged to take advantage of opportunities currently available on each campus through study abroad programs to spend a semester or more in Africa.

Students who complete the certificate program requirement will be given a certificate from the Five College African Studies Council, and the following entry shall be made on the student's permanent college record: "Completed requirements for the Five College African Studies Certificate."

Further information about the Five College African Studies Certificate Program is available from the certificate program advisor at Amherst College, who will have a list of courses at all five colleges which will satisfy certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 1999-00 the Amherst certificate program advisor is Professor Rowland Abiodun of the Departments of Fine Arts and Black Studies.

FIVE COLLEGE INTERNATIONAL RELATIONS CERTIFICATE PROGRAM

The Five College International Relations Certificate is issued by Mount Holyoke College on behalf of the Five Colleges. The purpose of the International Relations Certificate Program is to encourage students interested in international relations but majoring in other fields to develop a coherent approach to the study of this subject. The Program recommends a disciplined course of study designed to enhance students' understanding of complex international processes—political, military, economic, social, cultural, and environmental—that are increasingly important to all nations. Receipt of the certificate indicates that the student has completed such a course of study as a complement to his or her major.

An Amherst student qualifies for the certificate by satisfactorily completing the following seven requirements:

1. A course in introductory world politics;
2. A course concerning global institutions or problems;
3. A course on the international financial and/or commercial system;
4. A modern (post-1789) history course relevant to the development of the international system;
5. A course on contemporary American foreign policy;
6. Two years of college-level foreign language study; (Please note that Amherst College's foreign language requirement differs from that noted in the Five College International Relations brochure.)
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country or region.

No more than four of these courses in any one discipline can be counted toward the certificate. No single course can satisfy more than one requirement. A grade of *B* or better must be achieved in a course in order for it to count toward the certificate. Amherst students should request grades for Hampshire College courses offered in fulfillment of requirements for the certificate.

The Certificate Program is administered by the Five College International Relations Committee whose members also serve as faculty advisors concerning the program on the five campuses. Amherst students' selection of courses to satisfy the requirements for the certificate is monitored and approved by Amherst's faculty advisor. Further information about the Five College International Relations Certificate Program can be obtained from the faculty advisors at Amherst who will have Certificate Program application forms. (Such forms are also available at the Five College Center.) During the fall term of 1999, the Amherst faculty advisors will be Professors Javier Corrales, William Taubman, and Ronald Tiersky. During the spring term of 2000, Professor Corrales will be the advisor.

FIVE COLLEGE LATIN AMERICAN AND CARIBBEAN STUDIES CERTIFICATE PROGRAM

The Five College Latin American and Caribbean Studies Certificate is issued by the Five College Council on Latin American Studies. The Certificate program provides a framework for students interested in Latin America and the Caribbean to develop a coherent, interdisciplinary approach to the study of this subject.

Requirements: The Certificate Program requires eight courses on Latin America and the Caribbean that include the following:

1. An introductory course in the social and political history of Latin America and/or the Caribbean
2. One course on Latin America or the Caribbean in the humanities (including art, dance, film, folklore, literature, music, religion, and theater)
3. One course on Latin America or the Caribbean in the social sciences (including anthropology, economics, geography, political science, history, and sociology)
4. An interdisciplinary seminar (normally in the senior year) that brings together the various themes and techniques of analysis learned in the above courses.

Students must earn a grade of B or better in each course. In addition, students must meet a language requirement, demonstrating proficiency in Spanish or Portuguese at the level of a fourth-semester language course. This requirement can be met through coursework or through an examination. However, language instruction will not count toward the eight courses required for the certificate.

The program is designed to be broadly interdisciplinary in character. Students are expected to begin with an introductory course that covers a range of countries and themes, and proceed to more advanced and focused areas of study. A student's specialization in Latin America and the Caribbean may include a semester or year of study abroad or a summer doing field research for a senior honors thesis in the student's major. Some, though not all, of this coursework may count toward the eight courses required for the Certificate, according to guidelines set by the Five College Council.

Faculty advisors will help students design their programs of study and provide a list of courses at the Five Colleges that satisfy the certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at Five Colleges Inc.)

VI

PROFESSORSHIPS

LECTURESHIPS

HONORS

FELLOWSHIPS

FELLOWS

PRIZES AND AWARDS

ENROLLMENT



Professorships

Winifred L. Arms Professorship in the Arts and Humanities. Established in 1982 by Winifred Arms in memory of her husband, Robert A. Arms '27, the Arms Chair is held by a distinguished member of the faculty concerned with one of the fields of artistic or literary expression.

Parmly Billings Professorship in Hygiene and Physical Education. Established in 1890 by Frederick Billings of Woodstock, Vermont, this Professorship honors the memory of his son, Parmly Billings 1884.

Class of 1880 Professorship in Greek. Given to the College at its fiftieth reunion in 1930, this Fund was created by all living members of the Class and supports teaching in Greek language and literature.

Class of 1959 Professorship. Established by the Class of 1959 on the occasion of its fortieth reunion to honor a distinguished faculty member with a deep commitment to students and to their habits of mind.

Henry Steele Commager Professorship. Established in 1991 by Wyatt Haskell '61, Jonathan Rosen '66, and others in recognition of Professor Commager's 35 years of distinguished scholarship and dedication to the teaching of undergraduates at Amherst College.

George H. Corey 1888 Professorship of Chemistry. Established in 1952 by bequest of George H. Corey 1888.

G. Armour Craig Professorship in Language and Literature. Established in 1994 by an anonymous donor, this professorship honors G. Armour Craig, Professor of English 1940-1985 and Acting President 1983-1984.

William Nelson Cromwell Professorship of Jurisprudence and Political Science. Established in 1948 by bequest of William Nelson Cromwell, founder of the New York City law firm, Sullivan & Cromwell.

George Lyman Crosby 1896 Professorship of Philosophy. Established in 1950 by Stanley Warfield Crosby, brother of George Lyman Crosby 1896.

Stanley Warfield Crosby, Jr., Professorship of Religion. Established in 1950 by Stanley Warfield Crosby '13 in memory of his son, Stanley Warfield Crosby, Jr., who was killed in the Korean War.

Amanda and Lisa Cross Professorship. Established in 1980 by Theodore L. Cross '46, Trustee 1973-85, emeritus since 1985, in honor of his daughters, Amanda and Lisa Cross.

Sidney Dillon Professorship of Astronomy. Established in 1894 by the family of Sidney Dillon, Chairman of Union Pacific Railroad.

Joseph B. Eastman '04 Professorship of Political Science. Established in 1944 by friends of Joseph B. Eastman '04, Trustee 1940-44. Eastman was Director of the U.S. Office of Defense Transportation during World War II.

Edwin F. and Jessie Burnell Fobes Professorship in Greek. Established by Professor Francis H. Fobes, who taught Classics 1920-48, emeritus 1948-57.

Eliza J. Clark Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger), in honor of Mr. Folger's mother.

Emily C. Jordan Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger).

Henry Clay Folger 1897 Professorship. Established in 1930 by Emily Clay Folger (Mrs. Henry Clay Folger).

Clarence Francis '10 Professorship in Social Sciences. Established in 1969 in honor of Clarence Francis '10, former Chairman of General Foods and Amherst Trustee 1944-50.

Julian H. Gibbs '46 Professorship in Natural and Mathematical Sciences. Established by the Trustees in 1983 to honor Julian H. Gibbs '46, Professor of chemistry and fifteenth President of the College.

Samuel Green Professorship. Established in 1867 by John Tappan, Trustee 1834-1854, and founding pastor of Union Church in Boston, to support a Professorship in Biblical History and Interpretation in honor of Samuel Green, also pastor of Union Church in Boston.

Edward S. Harkness Professorship. Established in 1930 by Edward S. Harkness, New York philanthropist.

William H. Hastie Professorship. Established in 1986 by the Trustees to honor Judge William H. Hastie '25, the first black federal judge and Chief Justice of the U.S. Court of Appeals for the Third Circuit. Judge Hastie was Trustee 1962-75, emeritus 1975-76.

Samuel A. Hitchcock Professorship in Mineralogy and Geology. Established in 1847 by Samuel A. Hitchcock of Brimfield, Massachusetts, who had been a Boston merchant, and Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Charles Hamilton Houston '15 Professorship. Established in 1987 by Gorham L. Cross '52 to honor the achievements of Charles Hamilton Houston '15, principal architect of the legal strategy leading to the 1954 Supreme Court decision in *Brown vs. the Board of Education*, prohibiting race discrimination in U.S. public schools.

William R. Kenan, Jr., Professorship. Established in 1969 by the William R. Kenan, Jr., Charitable Trust.

Stanley King '03 Professorship of Dramatic Arts. Established in 1952 by the Trustees in recognition of the generosity and service of Stanley King, President 1932-46, emeritus 1946-51.

Rufus Tyler Lincoln Professorship of Biology. Established in 1916 by Caroline Tyler Lincoln (widow of Rufus P. Lincoln 1862) in memory of her son, Rufus Tyler Lincoln.

Massachusetts Professorship of Chemistry and Natural History. Established in 1847 by the Trustees in recognition of a grant from the Commonwealth of Massachusetts.

John J. McCloy '16 Professorship of American Institutions and International Relations. Established in 1983 by the Trustees to honor John J. McCloy '16, Trustee 1947-69, Chairman 1956-69, emeritus and Honorary Chairman of the Corporation 1969-1989.

William R. Mead Professorship in Fine Arts. Established in 1936 by bequest of Mr. and Mrs. William R. Mead 1867. William R. Mead was a founder of McKim, Mead and White, architects.

Andrew W. Mellon Professorship. Established in 1974 by a grant from the Andrew W. Mellon Foundation.

Charles E. Merrill '08 Professorship of Economics. Established in 1950 by Charles E. Merrill '08.

Zephaniah Swift Moore Professorship. Named for the first President of the College and held by a distinguished classicist on the Amherst College faculty.

Dwight W. Morrow 1895 Professorship in Political Science or American History. Established in 1941 by bequest of Dwight W. Morrow 1895, Trustee 1916-1931.

Anson D. Morse Professorship in History. Established in 1924 by Dwight W. Morrow 1895, Trustee 1916-31, in honor of Professor Anson Morse, who taught at Amherst from 1878 to 1907.

John C. Newton Professorship of Greek. Established in 1891 by bequest of John C. Newton, a Worcester building contractor, because of his affection and respect for Professor Richard Mather (Greek, sculpture).

Edward N. Ney '46 Professorship in American Institutions. Established in 1986 by Edward N. Ney '46, Trustee 1979-89, emeritus since 1989.

George Daniel Olds Professorship in Economics. Established in 1914 by Frank L. Babbott, Jr. '13 to honor Dean George D. Olds, who later served as President 1924-27, emeritus 1927-31.

Olin Professorship in Asian Studies. Established in 1998 by the Spencer T. and Ann W. Olin Foundation to support a faculty member who advances students' understanding and appreciation of Asian art, economics, history, languages, politics, society or cultures.

James E. Ostendarp Professorship. Established in 1992 by alumni and friends of James E. Ostendarp, varsity football coach for 32 years, to honor him at his retirement. Selected biennially, the Ostendarp Professor is that faculty member deemed to exhibit distinction in his or her discipline, a commitment to all aspects of the Amherst educational experience, including intercollegiate athletics, and a continuing interest in the Amherst student after graduation.

Ward H. Patton Professorship in Economics. Established in 1989 by Ward H. Patton, Jr. '42, in memory of his father, who was instrumental in building the Green Giant Company.

Peter R. Pouncey Professorship. Established in 1997 by an anonymous donor in honor of Peter R. Pouncey, President 1984-1994 and Professor of Classics 1984-1999.

E. Dwight Salmon Professorship of History. Established in 1989 by Thomas H. Wyman '51, Trustee 1976-92, Chairman of the Board of Trustees 1986-92, and Trustee Emeritus since 1992, to honor Professor Emeritus E. Dwight Salmon, who taught history at Amherst from 1926 to 1963.

Willem Schupf Professorship in Asian Languages and Civilizations. Established in 1994 by H. Axel Schupf '57, Trustee 1993-, in memory of his father, to confirm the College's commitment to studying the East.

Winthrop H. Smith '16 Professorship of American History and American Studies. Established in 1956 by Winthrop H. Smith '16, Trustee 1952-61.

Bertrand H. Snell Professorship of American Government. Established in 1960 by bequest of Bertrand H. Snell 1894.

Stone Professorship of Natural Sciences. Established in 1880 by Valeria Goodenow Stone in honor of Julius H. Seelye, President 1876-90.

Willard Long Thorp Professorship of Economics. Established in 1989 by alumni and friends to honor Willard Long Thorp '20, Professor of Economics 1926-33 and 1952-63, Trustee 1942-55, and Acting President 1957.

Joseph E. and Grace W. Valentine Professorship in Music. Established in 1982 by bequest of Joseph E. and Grace W. Valentine.

William J. Walker Professorship in Mathematics and Astronomy. Established in 1861 by Boston physician William J. Walker.

Thomas B. Walton, Jr., Memorial Professorship. Established in 1984 by Thomas B. Walton in memory of his son, Thomas B. Walton, Jr. '45.

G. Henry Whitcomb 1864 Memorial Professorship. Established in 1921 in memory of G. Henry Whitcomb 1864, Trustee 1884-1916, Treasurer 1895-1898, by his three sons.

L. Stanton Williams '41 Professorship. Established in 1990 by L. Stanton Williams '41, former Chairman and Chief Executive Officer of PPG Industries, to support teaching and scholarship that encourages students to use the skills and knowledge acquired at Amherst for the benefit of their communities and the wider society as well.

Samuel Williston Professorship of English. Established in 1845 by Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Samuel Williston Professorship of Greek Language and Literature. Established in 1863. Formerly known as Graves Professorship of Greek Language and Literature.

Henry Winkley Professorship in History. Established in 1885 by Henry Winkley, New York and Philadelphia retailer.

Lectureships

The Henry Ward Beecher Lectureship. This lectureship fund was founded by Frank L. Babbott, LL.D., of the Class of 1878, in honor of Henry Ward Beecher, of the Class of 1834. The incumbent is appointed biennially by the Faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

The Copeland Colloquium Fund. This fund was established in 1971 by Morris A. Copeland '17. The Colloquium supports visiting fellows who remain in residence at Amherst and pursue their own diverse interests while engaging themselves in various ways with faculty and students.

Croxtion Lectureship. The Croxton Lecture Fund was created in 1988 by William M. Croxton '36 in memory of his parents, Ruth L. and Hugh W. Croxton. Income from this endowed fund is used for guest speakers who focus on topical issues.

Joseph Epstein Lecture Fund in Philosophy. Established in 1987 by members of the Department of Philosophy to honor Professor Joseph Epstein. Income from this fund was established to sponsor philosophical talks and discussions at Amherst. For thirty-five years, Professor Epstein had been introducing Amherst students to philosophy, especially to logic, philosophy of science, and American pragmatism.

The Clyde Fitch Fund. A fund was established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch, of the Class of 1886. The income of this fund is used for the furtherance of the study of English literature and dramatic art and literature.

The Forry Fund in Philosophy and Science. This fund was established in 1983 by Carol M. and John I. Forry '66. The income is used to promote the study of philosophical issues arising out of new developments in the sciences, including mathematics, and issues in the philosophy and history of science.

John Whitney Hall '39 Fund. Established in 1994 by Betty Bolce Hall to honor her husband. Income is to be used to initiate and maintain the John Whitney Hall

'39 Lecture Series on Japan. Professor Hall became an authority on premodern Japanese history, training graduate students who entered academic, business and governmental fields relating to Japan. For more than thirty years he worked to develop Japanese studies in American colleges and universities.

The Charles H. Houston Forum. This fund was established in 1980 by Gorham L. Cross, Jr., to honor Charles H. Houston '15. The income from this fund is used to bring lecturers on law and social justice to Amherst.

The Victor S. Johnson Lectureship Fund. This fund was established in memory of Victor S. Johnson by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

Krupman Fund. Established in 1993 by Anne and William A. Krupman '58 on the occasion of his 35th Reunion and in recognition of the role that Amherst College has played in their lives. A principal purpose of the Krupman Fund will be to establish the Krupman Lecture Series which will underwrite the regular appearance of visiting scholars for participation in a series of lectures on topics of relevance to the Department of Law, Jurisprudence and Social Thought.

The Corliss Lamont Lectureship for a Peaceful World. The income from this fund, established in 1982 by Corliss Lamont, is used to support lecturers who may provide insight into the analytical or operational problems of lessening friction among nations.

The Max and Etta Lazerowitz Lectureship. This fund was established in 1985 by Professor Emeritus Morris Lazerowitz of Smith College to honor his parents. The income from this fund is used to provide for the annual appointment of the Lazerowitz Lecturer, who is a member of the Amherst College Faculty below the rank of full professor.

The Georges Lurcy Lecture Series. Established in 1982 by the Georges Lurcy Charitable and Educational Trust, this lectureship was given to the College to bring distinguished lecturers to Amherst to speak on topics relating to countries other than the United States.

The Everett H. Pryde Fund. This fund was established in 1986 by Phyllis W. Pryde in honor of her late husband Everett H. Pryde '39. Income from this fund is used to bring to the College distinguished visiting scientists to lecture on selected topics in the field of chemical research; and to provide the Everett H. Pryde Research Award, to be made annually to a senior who has been an outstanding teaching assistant in chemistry and who shows great promise for research in science or medicine.

The George William and Kate Ellis Reynolds Lectureships. This fund, established by George W. Reynolds of the Class of 1877, provides an annual income which is divided into three equal parts to provide lectureships on Christ and Christianity, science, and American democracy.

The John Woodruff Simpson Lectureship. A fund was established in memory of John Woodruff Simpson, of the Class of 1871, by his wife and daughter. The income is used for fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

Tagliabue Fund. This Fund was established in 1991 by Paul and Chandler Tagliabue to honor their son Andrew, who graduated in 1991. The fund supports the Asian Languages and Civilizations Department at Amherst College. The income from the Fund will provide lectures by social scientists on Asian issues or support for other needs of the Asian Languages and Civilizations Department.

The Willis D. Wood Fund. The income from this fund, established in memory of Willis D. Wood 1894, is used for the purpose of "bringing to the campus, for varying lengths of stay, persons in the field of religion to meet and talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of junior year, and further elections occur during the first semester and at Commencement time of senior year.

President: Professor Natasha Staller
Secretary-Treasurer: Gerald M. Mager
Auditor: Professor Rose R. Olver

INITIATES 1999

Class of 2000

Grigori Kaoustin
Parnavinee Suriyasat
Makoto Tsunozaki

Class of 1999 and 1999E

Jonathan Tomlin Agnew
Michael Alan Becker
David Alan Beckman
Catherine Rachel Bell
Joshua Hal Cohen
Ross Evan Cohen
Andrea Louise Wyman Dorf
Rebecca Ann Epstein
Deanna Tseying Fei
Jean Marie Hackett
Josephine Hoatuyet Haduong
Vanessa Catherine Harris
David Young Kim
T. Michael Kirtley
Justin Carl Lake
Andrew Joseph Logan
Sarah Christine Marriott
Kathleen Ann Missett
Laura Catherine Moser
Rebecca Leah Olin

Davina Tovah Sarah Pardo
Graydon Robert Parrish
Althea Li-Huei Peng
Sanjay Joseph Pinto
Alejandro Reti
Daniel Charles Richenthal
Melvin Lee Rogers
Michael Judah Sachse
Jill Ellen Saunders
Michael Douglas Sayeau
Erin Elizabeth Segal
Emily Rachel Sloat Shaw
Lilia Leatrice Silva
Aaron Nathaniel Stayman
Robert Scott Stephens
Christopher Garret Thunen
Brian Charles Tiburzi
Margaret Ellen Wessling
Heather Anne Zesiger
Bo Zheng

THE SOCIETY OF SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886, and the Amherst Chapter was installed March 23, 1950. As one of its purposes, the Society gives recognition to those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates who show definite promise of research ability are typically recommended to associate membership by the departments concerned.

President: Professor Peter D. Crowley

Secretary-Treasurer: Professor Edward S. Belt

Associate Membership, Class of 1999

Jonathan Tomlin Agnew	Piero Sergio Angelo Procaccini
Brooke Colleen Babson	Alejandro Reti
Kent Bradley Berg	Eliot Sunho Ro
Andrew Ditchfield	Daniel Joseph Rubin
Sarah Michel Evans	Alissa Joyce Saunders
Lauren Anna Gaskill	Jill Ellen Saunders
Elizabeth Hope Godwin	Ethan Lewis Segal
Josephine Hoatuyet Haduong	Janine Serebro
Miriam Esther Himschoot	Arlene Elizabeth Silva
Joshua Aaron Kaplan	Benjamin Alexander Smith
Daniel Kekaiola Kauwe	Geoffrey Bryant Smith
Melissa Ketunuti	Michael Levy Steiner
Linnea Ginnette Leaver	Robert Scott Stephens
Andrew Joseph Logan	Brian Charles Tiburzi
Rebecca Leah Olin	Margaret Ellen Wessling
Irvin Lig-Chia Pan	David Michael Whitling

Fellowships

COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 150 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 10 on forms available in December from the Fellowships Office. This same deadline applies to seniors and to graduates. You need not have been accepted at graduate school to apply, but the awards are made contingent upon final enrollment. The awards are determined by the Faculty Committee on Student Fellowships. An exception to this is the Amherst-Doshisha Fellowship for which the deadline is November 15 and for which there is a special Selection Committee.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan, is open to graduating seniors and recent alumni of the College for a term of one, or in some cases, two years. The recipient will have the opportunity to work with Professor Hideo Higuchi,

representative of the College at Doshisha, and to teach English to Japanese students. No knowledge of the Japanese language is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. The fellowship year is normally from September to August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the first-year and second-year level. The academic year at Doshisha allows fellows to travel in Asia during February and March.

Applicants should complete applications no later than November 15. This fellowship is awarded by the Board of Trustees upon the recommendation of the Amherst-Doshisha Fellowship Committee.

The Amherst Memorial Fellowships. These fellowships, in memory of Amherst graduates who gave their lives for an ideal, are given primarily for the study of social, economic, and political institutions, and for preparation for teaching and the ministry. The fund was established because of the "need for better understanding and more complete adjustment" between humans and their "existing social, economic, and political institutions for the study of the principles underlying these human relationships."

The object of the fellowships is to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. During previous training candidates should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

Preference is given to candidates planning to do advanced work in the field of the social sciences, but awards may also be made to candidates who are planning to go to theological school in preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year but, upon reapplication, may be approved for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke of the Class of 1877, to provide income for a fellowship or fellowships for the pursuit of studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. This fund, established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University. The fellowship is for one year but, upon reapplication, may be approved

for a second year. The award is open to any student, with preference to Seniors and to those applying to Peterhouse, St. John's, Trinity, or Downing College.

The Henry P. Field Fellowships. Two fellowships are available from the income of the bequest of the late Henry P. Field of the Class of 1880 to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift from the late Warner Gardner Fletcher of the Class of 1941 is awarded to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

Seth E. Frank '55 Fellowship. Established in 1997 by Seth E. Frank '55, the income from this fund is to be used annually for post-graduate work by a graduate of Amherst College. The fellowship is to be awarded to a graduate who has demonstrated exceptional ability, interest, and achievement in the area of International Relations. The fellowship is not limited to graduate study but may be awarded for other endeavors which are international in scope.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund, established by the Alpha Delta Phi Fraternity, provides an annual award to a member or members of the Senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year a course of study in history or economics, to be completed within the period of two years next following graduation.

The Rufus B. Kellogg University Fellowship. The income from the fund, established by the late Rufus B. Kellogg of the Class of 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions: The Fellow is elected by the Faculty on the recommendation of the Faculty Committee on Student Fellowships. Consideration is given to Seniors or members of the classes graduated in the preceding six years. The fellowship is awarded to that graduate who, in the judgment of the Faculty, is best equipped for study and research, without regard to any other considerations, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college. The three years shall be spent by the Fellow at a German university or other approved institution, for the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the Fellow at Amherst College, to give lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be published in book form or in a learned journal.

The Sterling P. Lamprecht Fellowship. From the income of this fund, fellowships are awarded to recent graduates of Amherst College for the pursuit of philosophy. Upon reapplication, these fellowships may be approved for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund, established by Frank M. Lay, of the Class of 1893, and Mrs. Lay, in memory of their son Edward

Poole Lay, of the Class of 1922, provides fellowships to graduates who have shown unusual proficiency and talent in music and who desire to continue studies in the field. Preference is given to candidates who are proficient in voice. In the event that there are no qualified candidates in the musical arts (especially voice and instrumental music), they may be awarded to qualified candidates in the field of the dramatic arts. These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The Forris Jewett Moore Fellowships. These fellowships, in three fields of study, were established in memory of Forris Jewett Moore of the Class of 1889 by his widow, Emma B. Moore.

(1) A fellowship to graduates distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is given to eligible candidates for the field of organic chemistry.

(2) A fellowship to graduates distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.

(3) A fellowship to graduates distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. This memorial fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration. The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees in memory of George A. Plimpton of the Class of 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are awarded *without stipend* to Seniors who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance. These fellowships are awarded by the Board of Trustees on recommendation of the Faculty Committee on Student Fellowships.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established in 1972 by the family of C. Scott Porter of the Class of 1919, mathematics professor, 1924-31, and Dean of the College from 1931-1966, the C. Scott Porter Memorial Fellowship is awarded annually to a graduate for further study without restriction as to department or field.

The Lloyd I. Rosenblum Memorial Fellowship. Established in 1997 for his son, Peter M. Rosenblum '70, and other family members, the fellowship is to be awarded annually to a graduate of Amherst College embarking on his or her first year of graduate studies in the fields of Botany and Biology. Each beneficiary should be a person who demonstrated significant promise in the relevant fields of study as an undergraduate at Amherst College. The fellowship is to be awarded solely on the basis of merit and without regard to race, sex, religion, gender, or nationality.

The Charles B. Rugg Fellowship. Established in memory of Charles Belcher Rugg of the Class of 1911, this fellowship is awarded to a graduate for the

study of law. The award may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

The John Woodruff Simpson Fellowships and Lectureships. A fund was established in memory of John Woodruff Simpson of the Class of 1871 by his wife and daughter. Income from the fund provides: (1) A fellowship for the study of law; (2) A fellowship for the study of medicine; (3) A fellowship for the study of theology, without regard to creed or religious belief; (4) A fellowship for study at any school, college or university in preparation for the teaching profession; (5) A fellowship for use in graduate study at the Universities of Oxford or Cambridge in England or at the Sorbonne in Paris. The fund may also be used to secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College.

These fellowships are awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

The Benjamin Goodall Symon, Jr., Memorial Fellowship. This fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually on recommendation of the Department of Theater and Dance as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

DEPARTMENTAL FELLOWSHIPS

French Department Fellowship. The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

The University of Dijon Assistantship. This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.

Exchange Fellowship, Ecole Normale Supérieure in Paris. This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

The Edward Hitchcock Fellowship. This fellowship, established by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

Fellows

Michael T. Anderson '91, *Amherst Memorial Fellow in Art History*. University of Virginia.

Timothy Aubry '98, *Amherst Memorial Fellow in English Literature*. Princeton University.

Dong-Hee Bae '95, *George Stebbins Moses Memorial Fellow in Religion*. Harvard Divinity School.

Arthur W. Bahr '97, *Amherst Memorial Fellow in Medieval English Literature*. University of California at Berkeley.

Soyini Baten '97, *John Mason Clarke 1877 Fellow in Geology*. Northern Arizona University.

Samuel S. Becker '91, *John Woodruff Simpson Fellow in Medicine*. University of California at San Francisco.

Rebecca Bloch '96, *John Woodruff Simpson Fellow in Medicine*. University of California at San Diego School of Medicine.

Frank Robert Bria '99, *John Woodruff Simpson Fellow in Political Science and Spanish*. Boston College Law School.

Amani Dafina Brown '97, *George Stebbins Moses Memorial Fellow in Theology*. Harvard University School of Divinity.

LaShanda Q. Brown '99, *Amherst Memorial Fellow in Broadcast Journalism*. Syracuse University.

Jesse Boardman Bump '94, *Forris Jewett Moore Fellow in History of Science, Medicine, and Technology*. The Johns Hopkins University.

Jennifer Burch '97E, *Evan Carroll Commager Fellow in Modern/Contemporary Literature*. School not known.

Edward F. Chang '97, *John Woodruff Simpson Fellow in Medicine*. University of California at San Francisco School of Medicine.

Doris Chacón '97, *Rufus B. Kellogg University Fellow in Medicine*. Harvard Medical School.

Julia J. Cho '96, *Edward Poole Lay Fellow in Dramatic Writing*. Tisch School of the Arts, New York University.

Meeryo C. Choe '98, *Amherst Memorial Fellow in Physiological Science*. University of California at Los Angeles.

Brian Clark '94, *Amherst Memorial Fellow in Church History*. Boston University School of Theology.

Charlton C. Copeland '96, *John Woodruff Simpson Fellow in Law and Religion*. Yale Divinity School.

Peter Raphael Dalleo '98, *John Woodruff Simpson Fellow in Comparative Literature*. State University of New York at Stony Brook.

Suzanne Edwards '97, *John Woodruff Simpson Fellow in English Literature*. University of Chicago.

Sean J. Elliott '94, *Forris Jewett Moore Fellow in Chemistry*. California Institute of Technology.

Matthew Peter Erikson '95, *Edward Poole Lay Fellow in Piano*. The Hartt School of Music.

Melissa Feuerstein '93, *John Woodruff Simpson Fellow in Comparative Literature*. Harvard University.

Jessica Flynn '98, *John Woodruff Simpson Fellow in Medicine*. The Mount Sinai School of Medicine.

Steffany J. Fredman '96, *John Woodruff Simpson Fellow in Clinical Psychology*. University of North Carolina at Chapel Hill.

Phoebe E. Freer '96, *John Woodruff Simpson Fellow in Medicine*. Washington University School of Medicine.

Michael S. Geraghty '96, *Amherst Memorial Fellow in Sociology*. University of California at Santa Barbara.

Chris Giampapa '97, *John Woodruff Simpson Fellow in Law*. Harvard Law School.

Brian Glover '96, *John Woodruff Simpson Fellow in English*. University of Virginia.

Martha Rodgers Gove '95, *Amherst Memorial Fellow in French*. Middlebury Language School.

Joseph Hall '91, *Forris Jewett Moore Fellow in United States Colonial History*. University of Wisconsin at Madison.

Ross D. Hartleb '92, *John Mason Clarke 1877 Fellow in Paleoseismology*. University of Southern California at Los Angeles.

Mary A. Hatch '94, *John Woodruff Simpson Fellow in Clinical Psychology*. University of Nebraska at Lincoln.

Maril Hazlett '92E, *Forris Jewett Moore Fellow in History*. University of Kansas.

R. Chris Heck '97, *John Woodruff Simpson Fellow in Law*. University of Chicago.

Avi Hesterman '97, *John Woodruff Simpson Fellow in Conservation Biology*. Duke University.

Miriam Himshoot '99, *Amherst Memorial Fellow in Interdisciplinary Cognitive Science*. Graduate Institute of Applied Linguistics.

Amanda Howerton '98, *Warner Gardner Fletcher Fellow in Reading Education*. Vanderbilt University.

Teresa S. Hyun '98, *John Woodruff Simpson Fellow in Medical Scientist Training*. University of Michigan.

Craig Josias '92, *Amherst Memorial Fellow in Industrial Engineering*. University of Massachusetts at Amherst.

Beth Kalikstein '99, *Amherst Memorial Fellow in Elementary Education*. Lesley College.

Melissa Kantor '91, *Amherst Memorial Fellow in English Literature*. New York University.

Annie Tai Kao '98, *Seth E. Frank '55 Fellow in International Law*. George Washington University Law School.

Elena R. Karp '96, *John Woodruff Simpson Fellow in Medicine*. Washington University School of Medicine.

David C. Kim '96, *Roland Wood Fellow in Critical Studies*. University of California at Los Angeles.

Elizabeth Bidwell Kinder '91, *Evan Carroll Commager Fellow in Ceramics*. The Royal College of Art, London.

Anya Kirtley '97, *Amherst Memorial Fellow in Management*. Yale University School of Management.

Timothy Michael Kirtley '99, *Amherst Memorial Fellowship in Psychology*. University of Connecticut.

Trang Le Dang Thu '97, *John Woodruff Simpson Fellow in Medicine*. University of California at San Diego.

Jennifer H. Lee '97, *Forris Jewett Moore Fellow in American History*. The University of Chicago.

Noah Lippe-Klein '98, *Amherst Memorial Fellow in Education*. University of California at Los Angeles.

Michael Little '95, *Amherst Memorial Fellow in Writing and Literature*. Bennington College.

Seoni J. Llanes '93, *John Woodruff Simpson Fellow in Clinical Neuropsychology*. Finch University of Health Sciences/The Chicago Medical School.

David H. Lobron '95, *George Stebbins Moses Memorial Fellow in Near Eastern and Judaic Studies (Religion)*. Brandeis University.

Leslie C. Lockett '95, *Amherst Memorial Fellow in Medieval Studies*. University of Notre Dame.

Melissa Marie Lorenzo '99, *John Woodruff Simpson Fellow in Political Science*. University of Pennsylvania Law School.

Amanda Rosenstock Luyster '96, *Amherst Memorial Fellow in Art History*. Harvard University.

Chi Mac '96, *John Woodruff Simpson Fellow in Economics*. Columbia University.

Wendy L. Macias '97E, *John Woodruff Simpson Fellow in Medicine*. School not known.

Rudolph John Magyar '98, *Forris Jewett Moore Fellow in Physics*. Rutgers University.

Constance L. McDermott '86, *John Woodruff Simpson Fellow in Social Forestry*. University of British Columbia.

Nikki Mondschein '99, *Edward Poole Lay Fellow in Dramatic Writing*. The Tisch School of the Arts, New York University.

Michael Kieran Mullins '96, *George Stebbins Moses Memorial Fellow in American Religious History*. Yale University.

Ema Naito '95, *John Woodruff Simpson Fellow in International Relations*. Columbia University.

M. Allison Ogden '97, *John Woodruff Simpson Fellow in Medicine*. Washington University School of Medicine.

Kyoko Okamura '97, *John Woodruff Simpson Fellow in International Health*. The Johns Hopkins University School of Hygiene and Public Health.

Jennifer Oraker '92, *Benjamin Goodall Symon, Jr., Memorial Fellow in Divinity*. Fuller Theological Seminary.

Sonali Pahwa '98, *Roswell Dwight Hitchcock Memorial Fellow in Cultural Anthropology*. Columbia University.

Irvin Ling-Chia Pan '99, *Lloyd I. Rosenblum Memorial Fellow in Science Writing*. The Johns Hopkins University.

Jacqueline Panko '93, *John Woodruff Simpson Fellow in Medicine*. University of Vermont.

Aaron Panofsky '96, *Amherst Memorial Fellow in Sociology*. New York University.

Edit M. Penchina '97, *Amherst Memorial Fellow in Political Science*. The Johns Hopkins University.

Giora K. Proskurowski '98, *Forris Jewett Moore Fellow in Chemical Oceanography*. University of Washington.

Murisiku Raifu '97, *John Woodruff Simpson Fellow in Medicine*. University of Minnesota Medical School.

Adam Gardner Rankin '96, *Amherst Memorial Fellow in Science Writing/Journalism*. Columbia University School of Journalism.

Jeanne Rasata Rainiketamanga '98, *Amherst Memorial Fellow in Classics*. The Johns Hopkins University.

Stephanie J. Reents '92, *John Woodruff Simpson Fellow in Creative Writing*. University of Arizona.

Rina L. Reyes '99, *C. Scott Porter Memorial Fellow in Medicine*. Yale University School of Medicine.

Andrew Roche '98, *Forris Jewett Moore Fellow in Philosophy*. Harvard University.

Jonah Elliott Rockoff '97, *John Woodruff Simpson Fellow in Economics*. Harvard University.

Joshua Lawrence Roffman '96, *John Woodruff Simpson Fellow in Medicine*. University of Maryland School of Medicine.

Kathryn Lauren Hardy Rubin '99, *Edward Poole Lay Fellow in Performing Arts*. Independent Study.

Jill M. Samale '94, *John Woodruff Simpson Fellow in Medicine*. University of Vermont College of Medicine.

Leslie Sanchez '94E, *George Stebbins Moses Memorial Fellow in Theology*. School not known.

Eric Saranovitz '88, *Amherst Memorial Fellow in Media Ecology (Culture and Communication)*. New York University.

Thomas V. Schrader '83, *George Stebbins Moses Memorial Fellow in Theology*. Washington Theological Union.

Aaron Schuster '96, *Forris Jewett Moore Fellow in Philosophy*. Katholieke Universiteit Leuven.

Paul Siegel '91, Amherst Memorial Fellow in Clinical Psychology. The Derner Institute, Adelphi University.

Anthony Smith, Jr. '99, Amherst Memorial Fellow in Fine Arts. University of Michigan.

Lawrence V. Snyder '96, John Woodruff Simpson Fellow in Industrial Engineering. Northwestern University.

Damian Nicholas Sorce '93, John Woodruff Simpson Fellow in Medicine. University of Pittsburgh School of Medicine.

Darya V. Swingle '96, John Woodruff Simpson Fellow in Law. University of Washington School of Law.

Christopher G. Thunen '99, George A. Plimpton Fellow in Art History. Courtauld Institute of Art.

Brian C. Tiburzi '99, Forris Jewett Moore Fellow in Theoretical Physics. University of Washington.

Han Tran '97, Amherst Memorial Fellow in Classics. University of California at Berkeley.

Andre Uroskie '96, Forris Jewett Moore Fellow in Philosophy. University of California at Berkeley.

Scott J. Varho '97, Rufus B. Kellogg University Fellow in Political Economics and European Studies. Palacky University, Czech Republic.

Angela M. Vasquez '91, John Mason Clarke 1877 Fellow in Geology. University of California at Santa Barbara.

Seagram M. Villagomez '99, John Woodruff Simpson Fellow in Medicine. New York University School of Medicine.

John P. Walsh '93, Amherst Memorial Fellow in French and Francophone Literature. Harvard University.

Jennifer M. Werdell '98, John Woodruff Simpson Fellow in Law. New York University.

Gabriel White '98, Amherst Memorial Fellow in Slavic Languages and Literatures. University of California at Berkeley.

Brent Whitefield '90, Evan Carroll Commager Fellow in Church History. Cambridge University.

Stacy A. S. Williams '97, Amherst Memorial Fellow in School Psychology. University of Massachusetts at Amherst.

Lefred Wilson, Jr. '87, Roland Wood Fellow in Film Production. University of Southern California.

Aliza Siu Wong '94, Forris Jewett Moore Fellow in European History. University of Colorado at Boulder.

Harmony H. Wu '93, Roland Wood Fellow in Critical Studies/Film and Television. University of Southern California.

April Lynne Zenisky '97, Amherst Memorial Fellow in Research and Evaluation Methods. University of Massachusetts at Amherst.

NATIONAL FELLOWS AND SCHOLARS

Paul P. Abelsky '99, Watson Fellow
David Y. Kim '99, Watson Fellow
Jordan A. Krall '01, Goldwater Scholar
Mabel I. Lajes '99, Watson Fellow
Divya Rajaraman '98, International Rhodes Scholar
Melvin L. Rogers '99, Keasbey Scholar
Matthew Silverstein '98, Mellon Fellow
Tessa K. Van Til '99, Watson Fellow
Thomas B. Wexler '00, Goldwater Scholar

AMHERST-DOSHISHA FELLOW

Lilia L. Silva '99, Amherst House, Doshisha University, Kyoto

Prizes and Awards

AMERICAN STUDIES

The Doshisha American Studies Prize: *Matthew David Diggs '99*.

The George Rogers Taylor Prize: *Erin Elizabeth Segal '99*.

The Stephen E. Whicher Prize: *See English*

ANTHROPOLOGY

The Donald S. Pitkin Prize: *Anya Levy Guyer '99*.

ASIAN LANGUAGES AND CIVILIZATIONS

The Doshisha Asian Studies Prize: *Fumiaki Tusu '99*.

ASTRONOMY

The Porter Prize: *Elon Benjamin Slutsky '02*.

BIOLOGY

The James R. Elster Award:

divided between *Jillian Leigh Brennan '01* and *Erika Anne Robbs*.

The Sawyer Prize: *Sheena Hadi '01*.

The Oscar E. Schotté Award: *Irvin Ling-Chia Pan '99*.

The Oscar E. Schotté Scholarship Prize: *Irvin Ling-Chia Pan '99*.

The William C. Young Prize: *Alexander Kiyoshi Mino '01*.

BLACK STUDIES

The Edward Jones Prize: *Jewel Sophia Younge '99*.

CHEMISTRY

The Howard Waters Doughty Prize:

divided between *Joshua Aaron Kaplan '99* and *James Heeyoung Park '99*.

The Frank Fowler Dow Prize:

divided between *Yassine Jamil Daoud '99* and *Rina Lyset Reyes '99*.

The Everett H. Pryde Research Award: *Kathleen Ann Missett '99*.

The White Prize: *Dana Kim Bae '00*.

CLASSICS

The Anthony and Anastasia Nicolaides Award: Not awarded 1998-99.

COMPUTER

The Computer Center Prize: Not awarded 1998-99.

ECONOMICS

The Bernstein Prize:

divided between *Dimitri Rabinovich '99* and *Jacob Michael Markman '99*.

The Economics Department Junior Class Prize:

divided between *Eric Brian Budish '00* and *Parnavinee Suriyasat '00*.

The Hamilton Prize:

divided among *Martin Whitney Keck II '02*, *Bradley James Hensley '02*, and *Brett Michael Nunziata '02*.

The James R. Nelson Memorial Award: *Althea Li-Huei Peng '99*.

James R. Nelson Prize: *Erick Kwan-Jo Hung '99*.

ENGLISH

The Academy of American Poets Prize: *Catherine Rachel Bell '99*.

The Armstrong Prize:

divided between *Caitlin Leah Leffel '02* and *Kate Melissa Levin '02*.

The Collin Armstrong Poetry Prize: *Catherine Rachel Bell '99*.

The Elizabeth Bruss Prize: *Laura Catherine Moser '99*.

The Corbin Prize:

divided between *Eugene Konstantinovich Alexeyev '01E* and *Tina Pack Shim '00*.

The G. Armour Craig Award for Prose Composition: *LeAnna Rejoice Alderman '99*.

The Peter Burnett Howe Prize: *Shireen Nadia Majeed '01E*.

The Rolfe Humphries Poetry Prize: *Alice Teresa Taylor '00E*.

The Harry Richmond Hunter, Jr. Prize:

divided between *Shira Anne Rubin '01* and *Elizabeth Chiles Shelburne '01*.

The James Charlton Knox Prize:

divided between *David Alan Beckman '99* and *Laura Catherine Moser '99*.

The MacArthur-Leithauser Travel Award: *Sarah Hamilton Nooter '01*.

The Laura Ayres Snyder Poetry Prize: *Jessica Lee Bruder '00.*

The Ralph Waldo Rice Prize:

divided between *Catherine Rachel Bell '99* and *Deanna Tseying Fei '99.*

The Stephen E. Whicher Prize:

divided between *David Alan Beckman '99* and *Michael Douglas Sayeau '99.*

FINE ARTS

The Hasse Prize:

divided between *Rosalyn Sun Pak '99* and *Bo Zheng '99.*

The Anna Baker Heap Prize: Not awarded 1998-99.

The Athanasios Demetrois Skouras Prize: *Anthony Smith, Jr. '99.*

The Wise Fine Arts Award: *Amy Theiss Giese '99.*

FRENCH

The Jeffrey J. Carre Award: *Judson Laver Coplan '01.*

The Frederick King Turgeon Prize: *Beverly Janet Ang '99.*

GEOLOGY

The Harvey Blodgett and Phi Delta Theta Scholarships: *Elli Nikolett Argyrou '00.*

The Richard M. Foose Scholarship Prize:

divided among *Elli Nikolett Argyrou '00*, *Joshua William Otis '00*,
Read David Porter '01, *Arianne Joy Sperry '00*, and *Charlotte Meredith Preston Taylor '01.*

The Walter F. Pond Prize: *Andrew Joseph Logan '99.*

The David F. Quinn Memorial Award:

divided between *Daniel Francis Harrington '99* and *Taylor Stahl Latham '99.*

The Warren Stearns Prize: *Ingrid Louise Ekstrom '00E.*

GERMAN

The Consulate General Prize for Academic Achievement: *Ema Vyroubalova '02.*

The Consulate General Prize for German Studies: Not awarded 1998-99.

GREEK

The William C. Collar Prize: *Leah Cullen Lotto '02.*

The Hutchins Prize:

divided between *Radiah Alethea Donald '99* and *Kearons James Whalen IV '99E.*

HISTORY

The Asa J. Davis Prize: *Michael Judah Sachse '99.*

The Alfred F. Havighurst Prize: *Vanessa Catherine Harris '99.*

JOURNALISM

The Samuel Bowles Prize: *Stephen Isaiah Vladeck '01.*

LATIN

The Bertram Prizes:

Senior First: *Justin Carl Lake '99.*

Senior Second: *Sarah Christine Marriott '99.*

The Billings Prizes:

Sophomore First: *James Richard Lowery, Jr. '01.*

Sophomore Second: *Meggan Jennell Arp '01.*

The Crowell Prizes:

Freshman First: *Jonathan Michael Tisdell '02.*

Freshman Second: divided between *Eyal Amiel '02* and *Sarah Amelia Short '02.*

Junior First: *Jane Edell '00.*

Junior Second: *David Michael Goldstein '00E.*

The Dr. Ernest D. Daniels Latin Prize: *Karen Chan '99.*

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

The Robert Cover Prize: *Mark Russell Laramie '99.*

MATHEMATICS

The Robert H. Breusch Prize: *David Solomon Spiegel '99.*

The Walker Prizes:

Freshman First: *Matthew Taylor Hummon '02.*

Freshman Second: *Brian James Carty '02.*

Sophomore First: *Arthur Tsun-Fai Shum '01.*

Sophomore Second: *Jonathan Robert Levin Halket '01.*

MUSIC

The Sylvia and Irving Lerner Piano Prize: *Jiyoun Chung '99.*

The Mishkin Prize: Not awarded 1998-99.

The Lincoln Lowell Russell Prize: *Jeffrey Baker Phillips, Jr. '99.*

The Eric Edward Sundquist Prize: *Tamara Elizabeth Levi '99.*

NEUROSCIENCE

The James Olds Memorial Neuroscience Award: *Ethan Lewis Segal '99.*

PHILOSOPHY

The Gail Kennedy Memorial Prize:

divided between *Michael Adam Barr '99* and *Luke Masahide Itano '99.*

PHYSICS

The Bassett Physics Prizes:

First and Second combined and divided among *Carolyn Yoonhe Johnson '02,*
Scott Fraser Owen '02, and *Benjamin Jacob Samelson-Jones '01.*

The William Warren Stifler Prize: *Margaret Ellen Wessling '99.*

POLITICAL SCIENCE

The Densmore Berry Collins Prize in Political Science:
divided between *Adriene Lynn Hill '99* and *Kanyiki Jean Christian Tshibaka '99*.

PSYCHOLOGY

The Haskell R. Coplin Memorial Award: *Sarah Michel Evans '99*.

PUBLIC SPEAKING

The Bancroft Prizes:
First: *Anne Chung-Wha Kim '99*.
Second: *Mina Suk '99*.

The Gilbert Prize:
divided between *Daniel Benjamin Schwarcz '00* and *Sreelakshmi Sita Sonty '00*.

The Hardy Prizes:

First: *Keith Arthur Ullmer '01*.
Second: *Seth Remy Yohalem '01*.

The Kellogg Prizes:

First: *Bilal Ahsan Malik '01*.
Second: *David Charles Azoulay '01*.

The Rogers Prize: *Daniel Benjamin Schwarcz '00*.

RELIGION

The Moseley Prizes:
First: *Paul Pablo Abelsky '99*.
Second: Not awarded 1998-99.

RUSSIAN

The Carol Prize in Russian: *Amanda Beth Gibson '99*.

The Mikhail Schweitzer Memorial Book Award:
divided between *Andrew Joseph Logan '99* and *Aaron Nathaniel Stayman '99E*.

SPANISH

The Pedro Grases Prize for Excellence in Spanish: *Hilary Anna Stathes '99*.

THEATER AND DANCE

The Raymond Keith Bryant Prize:
divided between *Rachel Louise Adelstein '99* and *Mary Lynn Hensley '99E*.

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship: *Margaret Ellen Wessling '99*.

The Samuel Walley Brown Scholarship: *V. Thomas Gray III '00*.

The Charles W. Cole Scholarship: *Grigori Vladimirovich Kapoustin '00*.

The Obed Finch Slingerland Memorial Prize:

divided between *David Young Kim '99* and *Anthony Smith, Jr. '99*.

The John Sumner Runnels Memorial: *Joel Estrada '00.*

The Charles Hamilton Houston Fellowship: Not awarded 1998-99.

The Psi Upsilon Prize: *Rebecca Ann Epstein '99.*

The Woods-Travis Prize: *Margaret Ellen Wessling '99.*

ADDITIONAL PRIZES

The Frederick S. Lane '36 Prizes:

First: divided between *Alexis Nichole Salas '00* and *Andrew Fuller Sloat '99.*

Second: Not awarded 1998-99.

Third: *Lauren Elizabeth Groff '01.*

The M. Abbott Van Nostrand Prize: Not awarded 1998-99.

The Manstein Family Award: *Irene Quiambao Permut '99.*

The Howard Hill Mossman Trophy: *Robert Rockwood Mitchell '99.*

The Gordon B. Perry Memorial Award: *Lauren Elizabeth Peloquin '02.*

The Stonewall Prize:

divided between *Travis Matthew Foster '99* and *Genevieve Joanne Vose '00.*

Enrollment

CLASSIFICATION BY RESIDENCE

(Fall 1998)

UNITED STATES

New York	265	Michigan	15
Massachusetts	233	Vermont	15
California	158	Georgia	12
Connecticut	111	Tennessee	10
New Jersey	104	Hawaii	9
Pennsylvania	89	Delaware	8
Maryland	72	North Carolina	8
Florida	68	Rhode Island	8
Ohio	49	Arizona	7
Illinois	46	Indiana	7
Colorado	30	New Mexico	7
Texas	29	Alabama	5
District of Columbia	28	Louisiana	5
Virginia	28	Wisconsin	5
Minnesota	20	Kentucky	4
Missouri	20	Puerto Rico	4
Maine	19	South Carolina	4
Washington	18	Utah	4
New Hampshire	17	West Virginia	4
Oregon	16	Alaska	3

A.P.O.	3	Arkansas	1
Oklahoma	3	Nebraska	1
Wyoming	3	South Dakota	1
Idaho	2	U.S. Possessions	1
Iowa	2	Mississippi	0
Kansas	2	North Dakota	0
Nevada	2		
Montana	1	Total	1,586

NON-USA

Japan	7	Russia	2
Canada	6	Singapore	2
Greece	6	United Kingdom	2
France	5	Australia	1
India	5	Czech Republic	1
Pakistan	4	Jamaica	1
People's Republic of China ..	4	Kenya	1
Switzerland	4	Mexico	1
Thailand	4	Nepal	1
Bulgaria	3	Philippines	1
Germany	3	Turkey	1
Poland	3	Ukraine	1
Korea	2	West Indies	1
Brazil	2		
Republic of China	2	Total	76
		Grand Total	1,662

SUMMARY OF ENROLLMENT FALL 1998*

Seniors, Class of 1999	399
Juniors, Class of 2000	363
Sophomores, Class of 2001 ..	440
First-Year Students,	
Class of 2002	443
Subtotal	1,645

Exchange Students	
Full Time	6
Part Time	0
Subtotal	1,651
Special Students	
Full Time	11
Part Time	0
Grand Total	1,662

*Not included are the 84 students who were on leaves of absence away from Amherst as of the first semester, 1998-99.

Index

- Administrative and Professional
Officers 21
Admission 39
Advisors 60
African Studies Certificate Program 304
American Studies 73
Amherst College 31
Anthropology 79
Arabic 89
Asian Languages and Civilizations 87
Associated Kyoto Program, The 33
Astronomy 94
Attendance 52
- Bachelor of Arts 58
Biology 99
Black Studies 104
Bruss Seminar 111
- Calendar, 1999-2000 iv
Certificate in African Studies 304
Certificate in International Relations 305
Certificate in Latin American and
Caribbean Studies 306
Chemistry 112
Chinese 89
Classics 116
College Honors 61
Colloquia 121
Committees of the Faculty 19
Computer Science 215
Conduct 49
Contents iii
Cooperative Doctor of Philosophy 64
Corporation of the College 3
Course descriptions 67
 African Studies 304
 American Studies 73
 Anthropology 79
 Arabic 89
 Asian Languages and Civilizations 87
 Astronomy 94
 Biology 99
 Black Studies 104
 Bruss Seminar 111
 Chemistry 112
 Chinese 89
 Classics 116
 Colloquia 121
 Computer Science 215
 Creative Writing 123
 Dance 288
 Economics 124
 English 130
 European Studies 149
 Fine Arts 152
- First-Year Seminars 67
Five College Courses 298
French 162
Geology 169
German 173
Greek 119
History 180
International Relations 305
Japanese 91
Kenan Colloquia 198
Latin 120
Latin American Studies 198, 306
Law, Jurisprudence and Social
Thought 199
Liberal Studies Curriculum 67
Linguistics 209
Mathematics and Computer Science 210
Mellon Seminar 218
Music 219
Neuroscience 226
Philosophy 227
Physical Education 235
Physics 236
Political Science 241
Premedical Studies 254
Psychology 255
Religion 261
Russian 269
Sociology 83
Spanish 274
Teaching 279
Theater and Dance 280
Women's and Gender Studies 293
- Course Requirements 58
Creative Writing 123
- Dance 280, 288
Degree Requirements 58
 Advisors 60
 Bachelor of Arts 58
 Cooperative Doctor of Philosophy 64
 Departmental Majors 60
 Interdisciplinary Major 61
 Liberal Studies Curriculum 59
 Major requirement 60
 With Honors 61
Delinquencies 56
Departmental Fellowships 319
Departmental Honors 62
Doshisha University 34
- Economics 124
Educational leaves 54
Emeriti 5
English 130
Enrollment 330
European Studies 149
Examinations 54
Exchange Programs and Study Abroad 33

- Expenses 42
- Faculty 7
- Faculty Committees 19
- Fees 42
- Fellows 320
- Fellowships 315
- Field Study 62
- Financial Aid 44
- Fine Arts 152
- First-Year Seminars 67
- Five College Certificate in African Studies 304
- Five College Certificate in International Relations 305
- Five College Certificate in Latin American and Caribbean Studies 306
- Five College Cooperation 32
- Five College Courses 63, 298
- Five College Dance 288
- Folger Shakespeare Library 35
- French 162
- Geology 169
- German 173
- Göttingen Exchange 33
- Graduate Fellows 27
- Greek 119
- Harassment 50
- History 180
- Honors 314
- Degree with 61
 - Phi Beta Kappa 314
 - Sigma Xi 315
- Independent Study 62
- Intellectual Responsibility 49
- Interdisciplinary Programs 61
- International Relations Certificate Program 305
- Interterm 49
- Japanese 91
- Kenan Colloquia 198
- Latin 120
- Latin American Studies 198, 306
- Law, Jurisprudence and Social Thought 199
- Lectureships 312
- Liberal Studies Curriculum 59
- Linguistics 209
- Major Requirements 60
- Mathematics 210
- Mellon Seminar 218
- Music 219
- Mystic Seaport Program 33
- National Theatre Institute 33
- Neuroscience 226
- Pass/Fail Option 54
- Phi Beta Kappa 314
- Philosophy 227
- Physical Education 235
- Physics 236
- Political Science 241
- Premedical Studies 254
- Prest, William M., Bequest 46
- Prizes and awards 325
- Professorships 309
- Psychology 255
- Readmission 55
- Records and reports 53
- Refund Policy 43
- Regulations, general 49
- Religion 261
- Religious Advisors 27
- Russian 269
- Sexual harassment 51
- Sexual relationships, policy 52
- Sigma Xi 315
- Sociology 83
- Spanish 274
- Special Topics Courses 67
- Student loan funds 44
- Study abroad 33
- Teaching 279
- Terms and vacations 49
- Theater and Dance 279
- Transfer policy 56
- Trustees 3
- Tuition and fees 42
- Twelve College Exchange 33
- Vacations 49
- Voluntary withdrawals 54
- Williams College—Mystic Seaport Programs in American Maritime Studies, The 33
- Women's and Gender Studies 293



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Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association by writing: New England Association of Schools and Colleges, Inc., 209 Burlington Road, Bedford, Mass. 01730 (781) 271-0022.

Student Absence Due to Religious Beliefs: The Legislature has enacted and the Governor has signed into law Chapter 375, Acts of 1985. It adds to Chapter 151C of the General Laws the following new section:

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up the examination, study, or work requirement missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to students because of availing themselves of the provisions of this section.

